



# BOARD OF EDUCATION REGULAR MEETING AGENDA

February 11, 2025  
6:30 p.m.

Board of Education Board Room  
1300 17<sup>th</sup> Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17<sup>th</sup> Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to [kcboe@kern.org](mailto:kcboe@kern.org) before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: [\(1\) Kern County Board of Education – YouTube.](#)

## 1.0 GENERAL FUNCTIONS

1.1 Call to order time \_\_\_\_\_ p.m.

1.2 Pledge of Allegiance

	Present	Absent
Julie A. Beechinor, <i>Area 1</i>	_____	_____
Joe L. Marciano, <i>Area 2</i>	_____	_____
Mary M. Little, <i>Area 3</i>	_____	_____
Jose E. Gonzalez, Jr., <i>Area 4</i>	_____	_____
Lori Eskew, <i>Area 5</i>	_____	_____
James V. Robinson, <i>Area 6</i>	_____	_____
Lori J. Cisneros, <i>Area 7</i>	_____	_____
Anai Valencia, <i>Student Representative</i>	_____	_____
Dr. John G. Mendiburu, <i>Superintendent</i>	_____	_____

1.4 Adoption of the Agenda

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

1.5 Approval of the Minutes from January 14, 2025.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

## 2.0 PUBLIC COMMENTS

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

## 3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

- 3.1 Mock Trial Presentation.
- 3.2 Leaders in Life Presentation.
- 3.3 Child Trafficking Awareness Presentation.

## 4.0 ACTION ITEMS

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

### 4.1 Consent Agenda

#### 4.1.1 Approval of Graduation Diplomas.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

### 4.2 General Business

#### 4.2.1 Public hearing regarding the REALMS Charter Renewal Petition.

*No Action Taken*

#### 4.2.2 Accept and File the Mid-Year 2024-25 LCAP Update.

*No Action Taken*

#### 4.2.3 2023-2024 Annual Audit Report.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.4 Approval of the 2023-2024 School Accountability Report Card (SARC) – Court School.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

4.2.5 California School Boards Association 2025 Delegate Assembly Ballot.

Motion \_\_\_\_\_ Second \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

## **5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS**

5.1 Members of the Board will report on various topics.

## **6.0 REPORT OF COUNTY SUPERINTENDENT**

6.1 The County Superintendent will report on various topics.

## **7.0 CLOSED SESSION**

7.1 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

*(Subdivision (a) of Government Code section 54956.9)*

*Name of case: C.T. v. Kern County Board of Education; Case No. BCV-23-100890*

## **8.0 AGENDA ITEMS FOR THE NEXT MEETING**

8.1 Items to be considered for the next agenda.

## **9.0 ADJOURNMENT**

9.1 Unless otherwise posted, the next regularly scheduled meeting will be held on March 11, 2025.

9.2 Time of adjournment \_\_\_\_\_ p.m.



# BOARD OF EDUCATION REGULAR MEETING MINUTES

1.5

January 14, 2025  
6:30 p.m.

Board of Education Board Room  
1300 17<sup>th</sup> Street, City CENTRE – Bakersfield, CA 93301

## 1.0 GENERAL FUNCTIONS

- 1.1 The meeting was called to order at 6:30 p.m.
- 1.2 Pledge of Allegiance
- 1.3 Roll Call

### Board Members Present

Julie A. Beechinor  
Lori J. Cisneros  
Lori Eskew  
Mary M. Little  
Joe L. Marcano  
James V. Robinson  
Violetamarysol Morales

### Board Members Absent

Jose E. Gonzalez, Jr.

### KCSOS Employees Present

Dr. John G. Mendiburu, *Superintendent*  
Christian Shannon, *Deputy Superintendent*  
Steve Sanders, *Chief of Staff*  
Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*

- 1.4 It was moved by Mr. Marcano, seconded by Ms. Beechinor to approve the agenda.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and  
Mr. Robinson  
Nays: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

1.5 It was moved by Ms. Beechinor, seconded by Mr. Marcano to approve the Minutes from December 17, 2024.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

## 2.0 PUBLIC COMMENTS

2.1 Public Comments were heard from the following:

- Inderpal Singh
- Jagmeet Singh
- Avneet Sandhu
- Angelo Frazier
- Sheila Lake
- David Sponhultz
- Michael Pollack
- Sarah Frost
- Karina Gallardo
- Jes Sanders
- Brian Russom
- Dennis McLean
- Ana Comejo
- Rosa Lopez
- Steve Bacon
- Nancy Bacon
- Terry Maxwell
- Alyssa Jones

## 3.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

3.1 Discussion regarding the Ten Commandments.  
*Presentation by ACLU Chief Counsel Peter Eliasberg and Professor Nancy Meyer.*

3.2 JobsPlus! Program Presentation

## 4.0 ACTION ITEMS

4.1 Consent Agenda

4.1.1 It was moved by Ms. Beechinor, seconded by Ms. Cisneros to approve the Graduation Diplomas.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

## 4.2 General Business

4.2.1 It was moved by Ms. Beechinor, seconded by Ms. Cisneros to accept and file Williams Quarterly Report.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

4.2.2 It was moved by Mr. Robinson, seconded by Mr. Marcano to approve the file the 2023-24 Audit Report for GROW Charter.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

4.2.3 It was moved by Mr. Robinson, seconded by Mr. Marcano to approve and file the 2023-24 Audit Report for Wonderful College Prep Academy.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

4.2.4 It was moved by Ms. Beechinor, seconded by Mr. Marcano to approve the Resolution to the Kern County Bar Association for 2024-25 Mock Trial Competitions.

Ayes: Ms. Beechinor, Ms. Cisneros, Ms. Eskew, Ms. Little, Mr. Marcano, and Mr. Robinson  
Nayes: None  
Abstain: None  
Absent: Mr. Gonzalez, Jr.

## 5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

5.1 Trustee Cisneros expressed gratitude towards Miss Morales for her service as a student representative on the board, recalling how they had known each other since Morales was in fourth grade at Valley Oaks Charter School. She commended her for growing into an exceptional, confident young woman, and expressed excitement in witnessing her future endeavors. Additionally, Trustee Cisneros requested to review the current curriculum materials and state standards for Social Studies and English Language Arts in the alternative education program to better understand the academic content being taught in classrooms.

- 5.2 Trustee Robinson attended a seminar at California State University Bakersfield, which focused on child sex trafficking and labor trafficking. He highlighted the importance of raising awareness about these issues, especially for younger students. Trustee Robinson emphasized that while current programs are only provided to 9th through 12th graders, the main targets for trafficking often include younger children. He suggested that the board should consider a presentation on this topic, tailored for younger students, to proactively protect children in Kern County. Trustee Robinson proposed that representatives from relevant local agencies, including law enforcement and activists, come to present at a future board meeting to discuss strategies and educational approaches to safeguard children from trafficking risks.
- 5.3 Trustee Beechinor expressed gratitude to the public for their continued engagement, participation, and input during board meetings, emphasizing the importance of hearing diverse perspectives. She acknowledged the community's efforts in supporting those affected by the Los Angeles fires, highlighting various schools and programs that have organized support and relief efforts. Trustee Beechinor also thanked the student representative, Miss Morales, for her service and contributions to the board, noting her articulate and insightful participation. She expressed anticipation for the contributions of the new student representative joining the board.
- 5.4 Trustee Eskew wished everyone a Happy New Year and expressed excitement for the new student representative joining the board, while also expressing appreciation for the outgoing student representative, Miss Morales, acknowledging her valuable contributions and presence. Trustee Eskew attended a Kern High School District board meeting and raised a concern regarding clubs in schools, particularly about special needs children being approached by clubs without parental notification. Trustee Eskew suggested the possibility of requiring parental permission for all clubs, especially to protect special needs students who might not fully understand the implications of joining certain clubs. Trustee Eskew sought clarification on whether their board could address this issue or if it was solely under the jurisdiction of individual school districts.
- 5.5 Trustee Marcano praised Miss Morales for her eloquence and positive contribution as a student representative on the board, noting that both he and another trustee frequently marveled at her articulate input during meetings. He encouraged Morales to pursue her potential, possibly even in law, as he could envision her being a great advocate in the courtroom. Trustee Marcano also welcomed the new student representative, Anai Valencia, acknowledging that she has big shoes to fill but expressing excitement to have her join the board.
- 5.6 Trustee Little thanked the public for their consistent attendance, participation, and input at the board meetings, emphasizing that their voices are heard and valued. She applauded the efforts of schools and programs in organizing relief efforts for families affected by the Los Angeles fires, expressing pride in the community's response. Trustee Little also acknowledged the student representative's service on the board, expressing gratitude for her contributions and stating that she looked forward to welcoming the new student representative.

## **6.0 REPORT OF COUNTY SUPERINTENDENT**

- 6.1 Dr. Mendiburu thanked Miss Morales for her outstanding contributions as a student representative, acknowledging her positive impact and expressing excitement to see where her future will lead. He welcomed Anai Valencia, the new student representative, expressing anticipation for her involvement on the board. He addressed the devastating fires in Los Angeles and Ventura counties, mentioning his ongoing communication with both County Superintendents. While still assessing the damage and needs, he noted that Los Angeles County is reallocating students due to school closures and that Kern County might potentially see an influx of displaced students. Dr. Mendiburu provided an update on the Governor's budget, stating there are no projected cuts to education for the next year, with a proposed cost-of-living adjustment. He explained the budget process, noting that the May revise would be crucial in finalizing financial plans. Finally, Dr. Mendiburu supported Trustee Robinson's initiative for a presentation on child trafficking awareness, highlighting current discussions and programs for older students and suggesting potential benefits for younger audiences.

## **7.0 AGENDA ITEMS FOR THE NEXT MEETING**

- 7.1 A recommendation by Trustee Robinson was made to discuss child and labor trafficking.

## **8.0 ADJOURNMENT**

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on February 11, 2025.
- 8.2 The meeting was adjourned at 8:41 p.m.

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John G. Mendiburu, Ed.D., Superintendent



4.2.1

## Charter School Renewal Cover Sheet

**Instructions:** Authorizing local educational agencies (LEAs) should complete and submit this cover sheet upon its renewal of a charter school.

### Section 1. Charter School Information

Complete this section as it pertains to the charter school.

1. Charter School Name:
2. Charter School Number:
3. County-District-School Code:
4. Administrator Name:
5. Administrator Email:
6. Administrator Phone:

### Section 2. Authorizing Local Educational Agency Information

Complete this section as it pertains to the charter school's authorizing LEA.

1. LEA Name:  2. County:
3. Superintendent Name:
4. Superintendent Email:
5. Superintendent Phone:
6. Date LEA Approved Renewal:
7. Approved Charter Term:  to

### Section 3. Renewal Information

Select the option that best pertains to the renewal of the charter school:

1. The charter school was previously operating outside the geographical boundaries of the charter authorizer; charter school submitted a request for renewal of the charter petition to the school district in which the charter school is located in order to continue operating, pursuant to California Education Code (EC) sections 47605(a)(5)(A), 47607 and 47605.1.

Previous Authorizing LEA Name:  County:

2. A resource center is currently operating outside of the boundaries of the authorizing LEA under a currently-approved charter school that is operating within the boundaries of the authorizing school district. The charter school under which the resource center is currently operating submitted a petition to physically locate and operate within the boundaries of the school district in which the resource center is currently located (i.e., transferring charter school), as defined by *EC* sections 47605.1(c)(5)(A) and 47612.7(b).

Previous School District Name:  County:

3. The charter school was renewed on appeal by the county office of education in which the charter school is located, as defined by *EC* Section 47605(j)(1).

Denying School District Name:

4. The charter school was operating under the California State Board of Education (SBE) and was renewed by the governing board of the school district or county office of education in which the charter school is located, as defined by *EC* Section 47605.9(c).
5. The charter school was operating under the SBE and was renewed by the SBE, and a local school district or county office of education was assigned as the chartering authority, as defined by *EC* Section 47605.9(c).
6. The charter school was renewed by its previous authorizing LEA; the charter school did not experience a change in authorizing LEAs.

## Section 4. Performance Level

*Indicate the renewal criterion that pertains to the charter school.*

The authorizing LEA has determined, based on the renewal criteria laid out under *EC* sections 47607(c)(2), 47607(c)(7), 47607.2(a), or 47607.2(b) that the charter school falls under the following performance level:

- High Performing:** The charter school has Blue and/or Green on all state indicators for two years.
- Middle Performing:** The charter school meets neither High Performing level nor Low Performing level criteria.
- Low Performing:** The charter school has Red and/or Orange on all state indicators for two years.
- Dashboard Alternative School Status (DASS) School:** The charter school has its own renewal criteria, which has been agreed upon with its authorizing LEA.

## Section 5. Certifications

By signing below, I hereby certify to the best of my knowledge and belief that that the information is correct and true. The authorizing LEA's governing board has reviewed and approved the charter renewal petition pursuant to relevant *EC* sections and *California Code of Regulations*, Title 5 sections in their entirety.

1. Authorizing LEA Superintendent Signature

2. Date

## Submission Information

Submit completed renewal packages to the Charter Schools Division (CSD) via email at [charters@cde.ca.gov](mailto:charters@cde.ca.gov) prior to the expiration of the charter school's current term. If documents are too large to be sent via email, contact the CSD and alternate upload arrangements will be made.

All renewal packages must include the following:

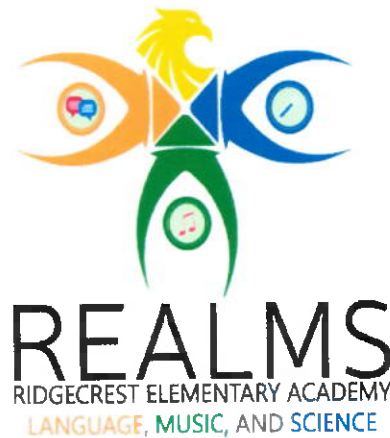
1. **Charter School Renewal Cover Sheet** signed by the superintendent, or designee, of the authorizing LEA.
2. **Written Notice of Approval** (board minutes indicating approval of the renewal of the charter) by the governing board of the authorizing LEA. Please note, the minutes must include the beginning and ending dates of the charter term for which the charter school was approved.
3. **Updated Charter Petition** (including new legislation enacted after the charter was originally granted or last renewed) as approved by the authorizing LEA.
4. **Written Plan and Charter Board Minutes** (if the status of the charter is low performing, a copy of the written plan adopted by the governing body of the charter school as stated under *EC Section 47607.2[a][3][A]* and the charter board minutes showing the date the charter board adopted the plan).

# **RIDGECREST ELEMENTARY ACADEMY FOR LANGUAGE, MUSIC, AND SCIENCE**

**Charter Renewal Petition**

**Submitted to:**

**Kern County Board of Education**



**For the term July 1, 2025 through June 30, 2030**

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- APPENDIX 17: 2024-25 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
- APPENDIX 18: 2024-25 UNIFORM COMPLAINT PROCEDURES AND FORM



## AFFIRMATIONS AND DECLARATION

As the authorized lead petitioners, we, Don Beene and Nancy O'Sullivan, hereby certify that the information submitted in this petition for a California public charter school named Ridgecrest Elementary Academy for Language, Music, and Science ("REALMS" or the "Charter School"), to be operated by Ridgecrest Charter School, a nonprofit public benefit corporation, and located within the boundaries of the Sierra Sands Unified School District (the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Ridgecrest Charter School declares that it shall be deemed the exclusive public school employer of the employees of Ridgecrest Elementary Academy for Language, Music, and Science for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend Ridgecrest Elementary Academy for Language, Music, and Science, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or their parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of

age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## PREFACE

Ridgecrest Elementary Academy for Language, Music, and Science operates under the not for profit corporation of Ridgecrest Charter School ("RCS"). An amendment to RCS' articles of incorporation was filed in March 2019 to establish the Ridgecrest Elementary Academy for Language, Music, and Science, a TK-6 elementary school.

RCS operated Ridgecrest Charter School from 2001-2019. The following represents the accomplishments of Ridgecrest Charter School in its prior terms:

- re-accredited by the Western Association of Schools and Colleges ("WASC") for a 6 year term ending June 30, 2022;
- hosted TK-8 school-wide Junior Olympics every year since 2001-02. During the 2017-18 year, 36 RCS students qualified for the regional competition in Bakersfield and earned 61 medals at that competition;
- hosted school-wide science fairs since 2012-13, and 5 students participated in the 2017-18 Kern County Science Fair with 1 student placing first and moving on to the regional science fair in Los Angeles;
- offered music education to TK-8<sup>th</sup> grade students;
- offered STEAM education to TK- 8<sup>th</sup> grade students using the Project Lead the Way curriculum;
- offered the Anchored For Life program to support children of active military and Department of Defense families;
- operated multiple after school clubs including but not limited to chess, Kiwanis-Kids service club, agriculture, yearbook, running, sandwich making, cheerleading, and art;
- collaborated with Ridgecrest Police Department to teach students about bullying and safety and to train staff in emergency response;
- achieved unqualified audit status for each year of operation;
- achieved healthy reserves for economic uncertainties;
- built reserves for facility improvement.

RCS operated Ridgecrest Elementary Academy for Language, Music, and Science from 2019-2025. The following represents the accomplishments of REALMS in its current term:

- Ongoing instruction during COVID Pandemic;

- Increased enrollment post pandemic;
- New Governing Board members starting in the 2022-23 school year;
- Change of school administrators starting in the 2022-23 school year;
- Improved status from low to middle renewal track as defined per California Education Code Section 47607.2(b);
- Improved California Dashboard results from red and orange in several categories to yellow for all students in all categories for the 2024-25 Dashboard;
- Continued instruction for all students, TK-6, in music for 30 minutes minimum twice per week, in Spanish for 30 minutes twice per week, and in Project Lead The Way for one hour once per week;
- Provided students with the opportunity to perform in the school band and/or orchestra for both on-site and community performances;
- Field trips supporting CCSS offered to students at each grade level TK-6, including Camp KEEP annually for 6th grade students;
- Continued the Anchored For Life program to support children of active military and Department of Defense families started at RCS;
- Community involvement by developing ongoing relationships with law enforcement, fire department, Salvation Army, and Rotary Club;
- Monthly family engagement activities created and supported by each grade level classes;
- Junior Olympics annually onsite with students going on to county level competition;
- Annual book fairs;
- Participation in the Extended Learning Opportunity Program offering students safe and engaging before and after school activities.

## **EXECUTIVE SUMMARY**

The California Charter Schools Act is intended to provide an environment where accountability, flexibility, innovation, parental choice, parent-teacher involvement and public-private partnerships can work together to provide a better future for our children, as a method to accomplish all of the following:

- a. Improve pupil learning;
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- c. Encourage the use of different and innovative teaching methods;

- d. Create new professional opportunities for teachers including the opportunity to share responsibility for the learning program at the school;
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

### **Educational Philosophy**

We believe all children can learn in a safe and supportive environment; Education is a partnership amongst students, educators, parents, and the community; Life is about choices, personal responsibility and personal accountability; communication is the foundation for relationships, progress and success; and every person should be treated with dignity and respect.

### **General Description**

Ridgecrest Elementary Academy for Language, Music, and Science opened its doors to Ridgecrest students and their families in August 2019. REALMS will continue to operate under its authorizer, the Kern County Board of Education, with administrative oversight provided by the Kern County Superintendent of Schools.

Ridgecrest Elementary Academy for Language, Music, and Science currently serves 240 students at one site in transitional kindergarten through sixth grade. Classes range in size from 15-24 students in grades TK-3 and 25-30 students in grades 4-6. Paraprofessional support is provided in classrooms as needed. Enrollment is projected to reach approximately 325 students by the end of the 5-year term.

For the upcoming charter term (2025-30), REALMS plans to continue to offer activities and adult supervision Monday through Friday from 7:30 a.m. to 4:30 p.m. as part of the Extended Learning Opportunities Program. Instructional minutes and number of days of instruction offered by the Charter School will meet education code 47612.5 minimum requirements. It is planned that the instructional day will be from 8:00 a.m. to 3:00 p.m. for Grades TK through 6. Attached as Appendix 1, please find the 2024-25 school calendar and as Appendix 2 the 2024-25 bell schedule.

Ridgecrest Elementary Academy for Language, Music, and Science will provide a rigorous, inquiry based curriculum, learning style-evaluation, management process, and staff development, which will be constantly monitored and changed when necessary to maximize our effectiveness. The Charter School will continue its balanced program that develops minds, bodies and spirits. The program will provide physical education, health, and a nutritious meal program. Programs that develop emotional and social life skills training through fine arts, community service and environmental focus, including targeted counseling services and conflict resolution programs will be offered.

REALMS students, in addition to mastering the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) standards, and the remaining State Content Standards (collectively referred to herein as, “State Standards”), will:

- read fluently to enjoy, infer, and interpret a variety of print material, i.e. literature, poetry, newspapers;
- engage in constructive dialogue, value literature and language and express oneself effectively through a variety of modalities;
- become curious, motivated, self-reflective learners who generate questions to deepen understanding;
- understand mathematical relationships, reason logically, problem solve and use mathematical techniques effectively in practical application;
- become stewards of the environment, and seek to make the community a better place;
- integrate and apply acquired knowledge in and out of the classroom; and
- take ownership of one’s actions and be responsible citizens of the community.

### **Student Population and the Faculty Team**

Students can enroll in the Charter School from any school in the state, but admission preference in the event of a public random drawing will be given to students residing in the District with preference given to students who would attend Faller Elementary School and in accordance with the other preferences outlined under Element Eight. The Ridgecrest Charter School faculty team will be role models to students for lifelong learning and professionalism. The faculty team will be held accountable for ensuring that REALMS students achieve high standards. The faculty team will have the freedom and responsibility for supporting the development of all academic programs.

REALMS, operated under Ridgecrest Charter School (a California nonprofit public benefit corporation), will continue to set new standards for efficient and effective management, freeing more resources for the education of children.

### **Eligibility for Renewal:**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2 by Assembly Bill (“AB”) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments that deemed to be “verified data.”

Alongside the shift toward assessing Dashboard data, AB 1505 also created a three-tiered system for evaluating charter schools’ performance. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Presumptive renewal unless a chartering authority makes written findings, supported by specific facts, that the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, giving greater weight to measurements of academic performance – Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. REALMS has been deemed a middle-performing school by the CDE, under criterion 2 (performance schoolwide and for subgroups, against state averages).

Due to the suspension of the Dashboard in 2020 and 2021 as a consequence of the COVID-19 pandemic, charter schools could not be placed into performance categories as contemplated by AB 1505.

For 2022, the CDE could only display the most current year of performance data (also known as “Status”) on the Dashboard. The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on 2021–22 school year data. The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue performance colors for schools’ status and change scores in the state indicators. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

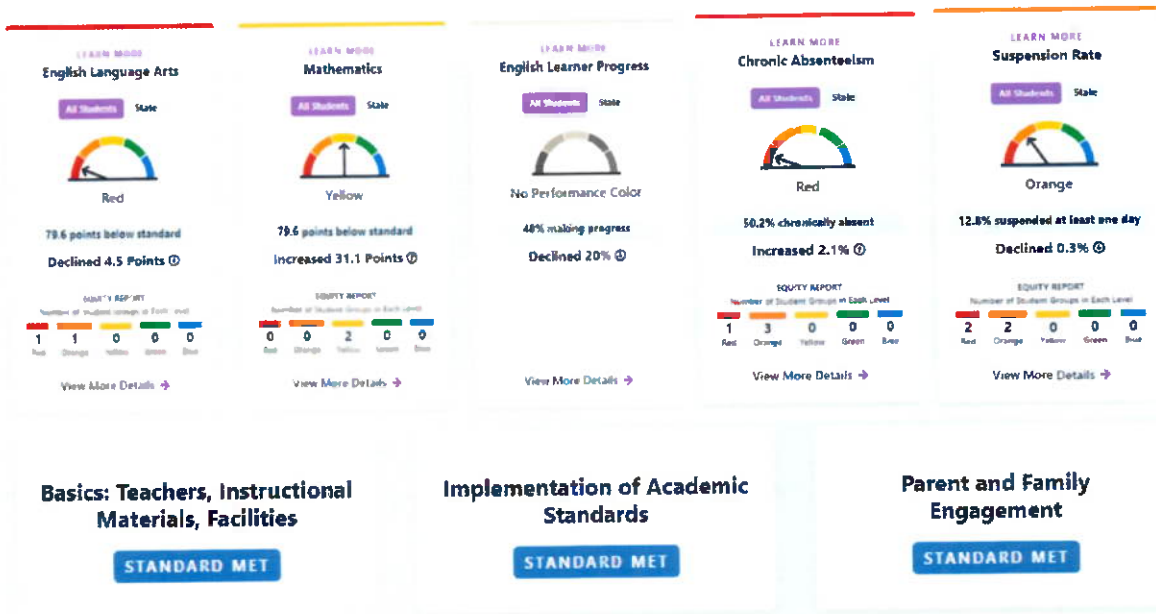
- Chronic Absenteeism: kindergarten through grade eight;
- Suspension Rate: kindergarten through grade twelve;
- English Learner Progress: grades one through twelve;
- Graduation Rate: high school only;
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard);
- Academic: grades three through eight and grade eleven in English Language Arts (“ELA”)/Literacy and Mathematics.

California School Dashboard, School Performance Review, 2022:





California School Dashboard, School Performance Review, 2023:



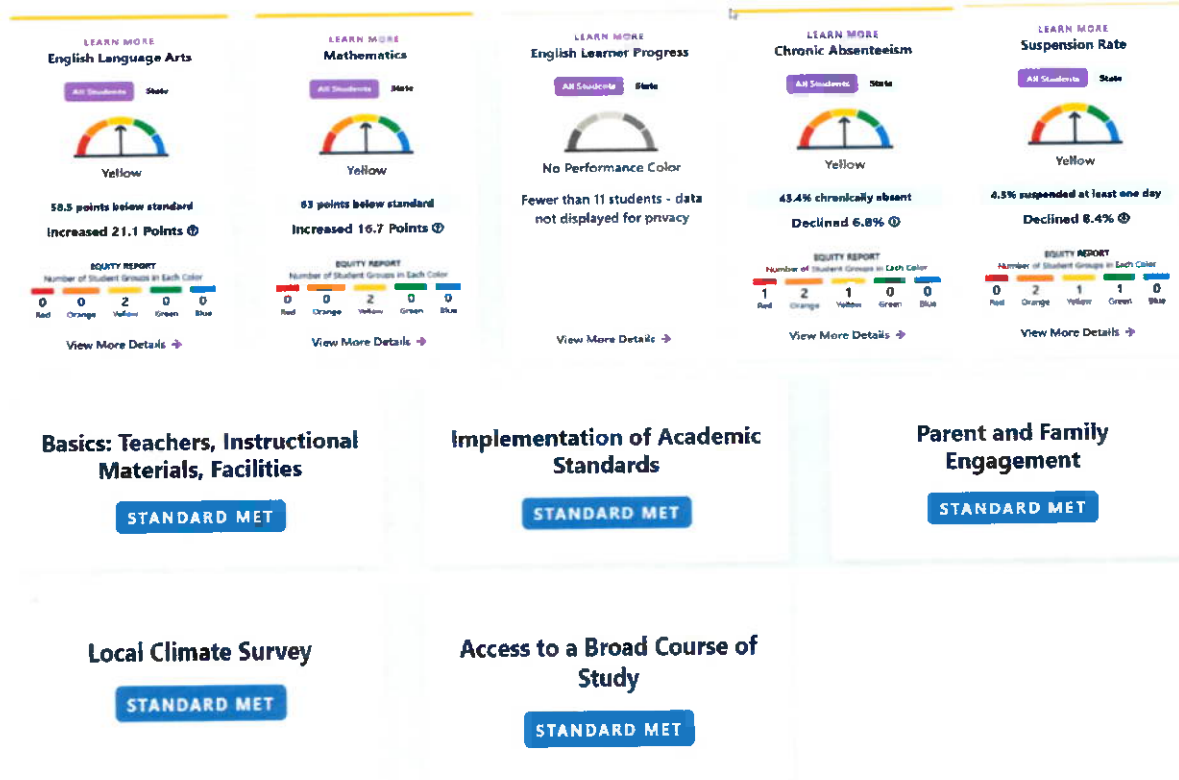
Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

California School Dashboard, School Performance Review, 2024:



As shown from the last three years of performance data, REALMS has made measurable increases in academic achievement in a number of categories, as well as local indicators. Specifically, REALMS' performance in mathematics improved significantly, increasing by over 47.8 points with a yellow indicator, performance in English Language Arts improved 16.6 points and moved from red to yellow indicator, Chronic Absenteeism declined by 4.8% and moved from red to yellow indicator, and our suspension rate declined by 8.7% and moved our indicator from orange to yellow. Additionally, REALMS met the standards for all local indicators the past two years, a noticeable improvement from the 2022 Dashboard.

While we recognize REALMS has areas that need improvement, we are confident that the steps we are taking to address our performance will make a meaningful impact on the underlying causes. For information regarding these steps, see our Performance Improvement Plan.

## **ELEMENT ONE EDUCATIONAL PROGRAM**

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).*

### **Vision**

As a school of choice, the vision of Ridgecrest Elementary Academy for Language, Music, and Science is to create a growth-minded school where all students are empowered to reach their full academic and social-emotional potential through STEAM, foreign language, music, and resilience education programs.

### **Mission**

Ridgecrest Elementary Academy for Language, Music, and Science’s mission is to offer programs and innovative resources to create a successful and enriched learning environment for all students.

The core beliefs, focus areas, and tactics of Ridgecrest Elementary Academy for Language, Music, and Science are:

### **Core Beliefs: SPACE**

- **Safety:** All children can learn in a safe and supportive environment
- **Partnership:** Education is a partnership amongst students, educators, parents, and the community
- **Accountability:** Life is about choices, personal responsibility and personal accountability
- **Communication:** is the foundation for relationships, progress and success
- **Equality:** Every person should be treated with dignity and respect

### **Four Focus Areas and Tactics**

#### 1. Foundational Education

Every student will have access to quality teachers, curriculum, and enrichment so that each student can demonstrate academic growth through multiple measures:

- We will hire and develop qualified, credentialed teachers and support staff;
  - We will set high expectations for our students, teachers, and support staff to support the growth of each of our students;
  - We will provide a well-rounded education focused on Science, Technology, Engineering, Arts (music emphasizing instrument training, and foreign language) and Math (“STEAM”);
  - We will provide extended learning opportunities and academic support.
2. Development of 21<sup>st</sup> Century Skills  
Every student will have opportunities to develop skills necessary to compete in a global society:
- We will develop *soft skills*—*critical thinking, communication, collaboration, and creativity*—with our students through the general curriculum and STEAM education including elementary music;
  - We will invest in technology for students’ and teachers’ use.
3. Safe and Supportive Learning Environments  
Every student will be supported in a nurturing and safe environment:
- We will invest in the physical security and functional safety in and around our campus;
  - We will develop our students’ social and resiliency skills through Positive Behavior Interventions and Supports (“PBIS”);
  - We will teach and practice personal responsibility habits with our students.
4. Family and Community Partnerships  
Partnerships are integral to the success of every student and the success of the school community:
- We will partner with our families and school community to enhance student learning;
  - We will use multiple avenues such as our website, messaging system, on-line gradebook, newsletters, and social media to regularly communicate with our parents and community;
  - We will strengthen our school, family, and community partnerships through events;
  - We will provide opportunities for families and community members to participate in school planning and decisions;
  - We will partner with the community to create measurable school goals.

**Whom the Charter School is Attempting to Educate**

Ridgecrest Elementary Academy for Language, Music, and Science is committed to providing a successful, safe, and rigorous educational experience to Transitional Kindergarten through sixth grade students. REALMS focuses on students and families wanting their child’s foundational learning experience to include project-based STEAM education, music education focusing on instrument training, and foreign language education. Ridgecrest Elementary Academy for Language, Music, and Science welcomes, as space and resources are available, all Kern County residents legally able to attend a California public school in grades TK-6. Our educational

program will also emphasize social and character development emphasizing resiliency and civic education.

The demographics for the Sierra Sands Unified School District and REALMS for the 2023-24 school year were as follows:

Demographic Characteristic	Sierra Sands Unified School District
Black or African American	7.3%
American Indian or Alaska Native	1.1%
Asian	2.0%
Filipino	1.4%
Hispanic or Latino	32.7%
Native Hawaiian or Pacific Islander	0.6%
White	48.7%
Two or More Races	5.3%
Eligible for Free or Reduced-Price Lunch	54.4%
English Learners	5.5%
Students with Disabilities	16.2%

Ridgecrest Elementary Academy for Language, Music, and Science aims for its student population to reflect the demographics from the Sierra Sands Unified School District. The demographics for REALMS are as follows:

Demographic Characteristic	REALMS
Black or African American	7.6%
American Indian or Alaska Native	0.4%
Asian	1.8%
Filipino	1.3%
Hispanic or Latino	47.3%
Native Hawaiian or Pacific Islander	n/a
White	31.3%
Two or More Races	9.4%
Eligible for Free or Reduced-Price Lunch	57.6%
English Learners	5.4%
Students with Disabilities	12.1%

Additionally, REALMS will continue to aim to serve:

- Students who have demonstrated a need for additional academic support;

- Families of students wanting music education emphasizing instrument training as part of the core curriculum;
- Families of students wanting STEAM project-based education as part of the core curriculum.

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

Educated persons will possess skills to create, analyze, problem solve, and innovate. The workplace has shifted from the factory model to a model emphasizing critical thinking, collaboration, creativity, and communication. The availability of information on the internet and access to information due to advances in technology has changed the definition of what it means to be an educated person in the 21<sup>st</sup> century. Value is on skills and the application of knowledge.

Educated persons of the 21<sup>st</sup> century will:

- have strong foundational skills in literacy, writing, math, history and civic education, and science;
- have a foundational understanding in technology and application, and adapt to changes in technology;
- appreciate the added value of the arts;
- understand historic and present world cultures and the importance of diversity in a global society;
- be able to think critically, collaborate, create, and communicate in a global society and economy;
- be a lifelong learner;
- practice personal responsibility;
- understand the importance of the global and local communities and contribute to the civic progress of communities.

### **How Learning Best Occurs**

Ridgecrest Elementary Academy for Language, Music, and Science's educational program is based upon the understanding that learning best occurs:

- in a school focused on literacy for students in grades TK-3. Students not proficient in reading by the end of third grade are less likely to graduate from high school on time<sup>1</sup>;
- in an environment where students' prior knowledge and experiences contribute to learning;
- where students are actively engaged in meaningful learning and are participants in their education;
- using a rigorous, inquiry based curriculum;
- when students have opportunities to construct meaning through experiences, questioning, and problem solving;
- when children feel safe;

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<sup>1</sup> *Early Warning! Why Reading by the End of Third Grade Matters* (Rep.). (2010).  
doi:[http://www.aecf.org/m/resourcedoc/AECF-Early\\_Warning\\_Full\\_Report-2010.pdf](http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf)

- in a positive, supportive, and accountable environment with high expectations;
- when parents have opportunities to actively participate in school decisions;
- when teachers feel part of a positive and supportive culture;
- when students' academic and social-emotional needs are met.

**Community**

Ridgecrest Elementary Academy for Language, Music, and Science will focus on creating a small and engaged school community. REALMS will have the capacity to serve up to 60 students per grade level. Since REALMS is an elementary program, 6<sup>th</sup> grade students will be in an elementary setting. REALMS target enrollment is between 300 and 350 students. REALMS will have an average class size not to exceed 24 students in TK and 30 students in K-6.

REALMS 5 Year Enrollment Projections

	2025-26	2026-27	2027-28	2028-29	2029-30
TK/K	36	40	42	44	48
1	38	40	42	44	46
2	38	40	42	44	46
3	38	40	42	44	46
4	38	40	42	44	46
5	30	40	42	44	46
6	30	30	42	44	46
Total	248	270	294	308	324

**Instructional Program**

The educational program supports the school's vision and mission. Teachers use a multi-instructional strategy approach to actively engage students and develop 21<sup>st</sup> century skills that include creating, designing, collaborating, and communication. Teachers utilize explicit direct instruction and project-based learning to teach and reinforce content and skills. REALMS will provide additional instructional academic intervention, support, and enrichment during the school day.

The core curriculum is research-based, State Standards aligned, and state adopted. (See Appendix 3 for the Instructional Materials List.)

Our instructional program and curriculum is structured to provide learning opportunities that create students literate in foundational reading and mathematical skills, critical thinkers, problems solvers, and communicators. The Charter School's dress code is designed to promote economic parity and social equality. The dress code is fully explained in the Parent-Student Handbook.

**Assessment and Pacing**

Ridgecrest Elementary Academy for Language, Music, and Science's educational program emphasizes assessment as a tool to monitor and differentiate learning for all our students. Teachers use formative assessments to adjust instruction to meet students' learning needs and summative assessments to monitor student academic growth. Students participate in benchmark assessments three times during the school year.

The Assistant Superintendent of Instruction will routinely monitor student academic growth and progress and provide support to teachers in meeting the learning needs of students.

Pacing plans guide and define the scope and sequence of the curriculum taught in our school with regard to core subject areas that include English Language Arts, math, science, and social studies.

### **Instructional Approaches**

We believe teachers are the most important influence in each students' academic and social-emotional development and success in school. Therefore, we will invest in the professional growth and development of our teachers. Research-based highly effective instructional strategies will be utilized for instructional delivery. Identified instructional strategies will be based on the meta-analysis research of John Hattie and their impact on student learning. These include, but are not limited to, direct instruction, Multi-Tier System of Supports, Differentiated Instruction, design, teaching problem solving, concept mapping, and advance organizers. Instructional strategies will be adjusted to meet the learning needs of our students.

Direct Instruction: Teachers determine learning objectives based on State Standards and success criteria. The teacher explains objectives and success criteria to students, models, checks for students' understanding, and closes the lesson through re-telling.<sup>2</sup>

Hattie (2009) listed 7 steps for direct instruction:

1. Teacher determines the learning objective, specifically what students should understand and be able to do;
2. Teacher determines success criteria, specifically, what students should be held accountable for and communicate the performance expectation to students;
3. Teacher focuses students' attention on the lesson;
4. Teacher presents the lesson through sharing information, modeling expectations of work, and checking for students' understanding;
5. Teacher guides and monitors students' practice of the assigned task;
6. Teacher closes the lesson through review and clarification;
7. Students' apply what they learned by independently practicing the newly acquired skill and knowledge<sup>3</sup>.

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<sup>2</sup> Cooper, J.M. (2006) *Classroom teaching skills* (8<sup>th</sup> ed.) Boston, MA: Houghton Mifflin Co.

<sup>3</sup> Hattie, J. *Visible learning a synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge



Multi-Tier System of Supports: Strategic approach to early intervention to students' struggling in an academic area. Student progress is measured through frequent formative assessment.<sup>4</sup>

Differentiated Instruction: Teacher responds to students' learning needs. Teachers can differentiate through content, process, product, and environment based on students' readiness, interests, and learning profile<sup>5</sup>.

Concept Mapping: Using graphical representations to summarize, synthesize, and analyze information.<sup>6</sup> We will utilize *Thinking Maps* with concept mapping.

Advance Organizers: Creating graphical representations to bridge previous knowledge and new information.<sup>7</sup> We will utilize *Thinking Maps* with advanced organizers.

(Attached as Appendix 3, is the Instructional Materials List and attached as Appendix 4, is the 2024-25 Weekly Collaboration Schedule.)

### **Instructional Courses and Curriculum**

REALMS uses a combination of state adopted programs and curriculum and supplemental resources and programs to help students acquire foundational skills and 21<sup>st</sup> century skills. The curriculum and supplemental resources are research-based and have been successful with elementary students.

English-Language Arts: REALMS understands the importance of literacy and the consequences of students not reading at grade level. For this reason, REALMS will provide 120 minutes of daily ELA instruction, practice, and intervention. Within this 120-minute instructional block:

- 30 minutes will be devoted to the Multi-Tier System of Supports ("MTSS") in grades TK-6. This includes intervention for students performing below grade level on California Common Core Standards and enrichment for students performing above grade level. Each classroom teacher will utilize small group instruction and will be provided with paraprofessional support as needed during MTSS to maximize small group learning;
- 30 minutes will be for Designated English Language Development instruction and student practice. EL students will be grouped based on language proficiency and will be taught by the grade level and proficiency level designated teacher. REALMS will use Educeri's *Launch to Literacy* program for designated ELD instruction;
- 60 minutes will be devoted to instruction, guided practice, and differentiated practice in TK-6.

REALMS will heavily focus on phonics instruction and reading fluency in TK-3 grades. We will use the Systematic Instruction in Phonological Awareness, Phonics, and Site Words ("SIPPS") and SIPPS Plus programs for MTSS intervention. SIPPS is a K-3 tier 2 and 3 reading intervention program and SIPPS Plus is targeted for students in grades 4-6. It is a research based

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<sup>4</sup> [https://visible-learning.org/glossary/#3\\_Response\\_to\\_intervention](https://visible-learning.org/glossary/#3_Response_to_intervention)

<sup>5</sup> Tomlinson, C.A. and Moon T.R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD

<sup>6</sup> <https://dese.mo.gov/sites/default/files/10-Research-ProvenPracticesHattie.pdf>

<sup>7</sup> <https://dese.mo.gov/sites/default/files/10-Research-ProvenPracticesHattie.pdf>

and well-established program emphasizing mastery of early literacy skills. The program uses prescriptive, targeted instruction, on-going formative assessments, and summative assessments after the completion of a unit or every 10 lessons. SIPPS will be used for all students in grades K-6 needing reading intervention.

REALMS will use the Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) 8<sup>th</sup> Edition program as an assessment to monitor students in grades TK-2 progress in literacy proficiency. The benchmark assessment will be given three times each year for students in grades TK-2. Teachers will analyze DIBELS assessment data to make adjustments to instruction and interventions.

Guided reading and leveled readers will be used during the ELA instruction block. Teachers will receive guided reading, DIBELS 8<sup>th</sup> Edition, and SIPPS training annually.

The Zoo Phonics program may also be used in TK and K classes to reinforce phonics and beginning spelling.

Teachers in grades TK-3 may also use the iReady literacy program to provide targeted, differentiated instruction and activities each week during the instruction, guided practice, or differentiated practice part of the 120 minute ELA instructional block. Each classroom will have iPads/chromebooks during the instruction, guided practice, or differentiated practice part of the 120 minute ELA instructional block. The teacher will rotate students throughout the week on complete lessons and activities based on the iReady program. iReady lessons and activities are differentiated based on the diagnostic iReady assessment.

Grades 4-6 will primarily focus on reading comprehension, interpretation, analysis, phonics, and fluency intervention. Reading fluency intervention will use the SIPPS Plus program.

MTSS will be monitored through the Professional Learning Communities (“PLC”) process. Grade level teacher teams meet for 45 minutes each week to analyze student data and plan MTSS instruction. Teachers analyze summative, curriculum, SIPPS, and DIBELS assessments to identify students’ needs and form MTSS student groups. Based on students’ needs, teachers plan targeted instruction and activities and create common formative assessments for MTSS. MTSS groups are adjusted every 4-6 weeks based on students’ progress and needs measured on formative and curriculum based summative assessments.

NWEA’s MAP Growth Assessment will be used as REALMS’ benchmark assessments. Benchmark assessments are a summative measure of grade level standards-based instruction, interventions, and enrichments. Benchmark assessments will provide a global perspective and measure of the effectiveness of MTSS and needed adjustments to meet students’ learning needs.

REALMS’ goal is to close the achievement gap by providing high quality grade level instruction, guided practice, independent practice, specific and targeted intervention, and enrichment to all students during the instructional day.

Using the California Common Core State Standards, all students will learn to communicate ideas clearly and effectively through speech and writing appropriate to audience and purpose. Oral reports, discussions, and writing prompts will be used to develop speaking and writing skills. Students will examine and analyze various texts and demonstrate critical thinking, analysis and active listening skills. Students will learn to write for purpose and audience including narrative, opinion, persuasive, descriptive, and expository writing.

Social Science: Using the California Social Science Framework, students learn to be historically literate and to become active, informed citizens. Using the California History-Social Science framework, students learn about different communities, cultures, political systems, economic systems, political policies, analyze how history has shaped California, the United States, and the world. Students learn to evaluate resources, particularly primary and secondary sources, and learn how historical literature can influence history. Students learn how to apply analysis of history to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas.

Mathematics: Students learn foundational math knowledge and skills that include numbers, place value, whole number operations, fractions, decimals, and problem solving. Students acquire a conceptual knowledge and understanding of math and the necessary skills to investigate and problem solve. REALMS provides a minimum of 60 minutes daily for math instruction and practice. Students who have demonstrated a readiness for more advanced math instruction will be provided opportunities for instruction at their level.

Teachers will use formative and summative assessments to measure student growth and adjust instruction. Assessments include curriculum based assessments and NWEA benchmark assessments.

Science: Students learn foundational concepts and application of biology, chemistry, physics, and geology. The science curriculum is centered around inquiry and real-world applied learning experiences. Students explore and learn design-thinking principles in a standards based curriculum through activities, projects, and relatable real-world problems.

Music: Students will learn music theory vocals, to sing the 7 notes of music, rhythm movements appropriate to developmental level, and to read music and play a musical instrument. Students will receive music instruction twice each week in the music classroom.

STEAM (TK-5): Using the Project Lead the Way curriculum, students learn design and engineering principles and apply them to various problems and projects. Each model is based on the Next Generation Science Standards. Modules include: difference between living and non-living things; matter; healthy habits; coding and spatial sense; design; motion; the human body; animals and adaptations; algorithms; light and sound; animation; properties of matter; geography; sequence and structure; stability and motion; generic traits; programming patterns;

energy; robotics; and infections. Students will participate in the STEAM class once each week for one hour.

Design Lab (grade 6): Using the Project Lead the Way Curriculum and modules, students learn design principles and apply these principles to various problems and projects. Project Lead the Way uses Next Generation Science Standards based modules to teach application of design thinking principles. Modules include: design and modeling, automation and robotics, computer science, energy, environment, aerospace, technology, architecture, and the human body.

Spanish: Students will learn to listen to, speak, read, and write Spanish. Foundational level will focus on everyday vocabulary, simple sentences and phrases, and answering simple questions. Intermediate level will include expanded vocabulary learning and will focus on conversational Spanish. Advanced foreign language will focus on applying Spanish to daily context. It will include learning additional academic and contextual vocabulary, academic and social conversation, and academic writing in Spanish. Students will receive Spanish instruction 2 times each week.

Social Skills (TK-K): This course will introduce transitional kindergarten and kindergarten into socialization in a school environment. Essentially, it is teaching students how to work and play in a school environment. The focus will be on following rules and procedures, making friends, communicating with adults and peers, problem solving with peers, and how to ask for help.

Physical Education (TK-6): Using the California Physical Education Model Content Standards, students will learn and develop gross motor concepts and skills; assess physical fitness to improve health; and understand and apply game concepts during individual and team settings.

### **Technology**

Ridgecrest Elementary Academy for Language, Music, and Science recognizes access and technology literacy is essential in preparing students for secondary education. REALMS is addressing this need by providing resources and access to technology. Students will develop and practice typing and basic computer skills and have opportunities to practice using on-line learning platforms such as NWEA assessments, on-line curriculum, and Project Lead the Way.

REALMS has computer carts with enough iPads for every student to have one in each classroom in TK-2. Each classroom in 3-6 also has computer carts and enough Chromebooks for every student to have one. Technology is a necessary aspect of daily life for most college students and working adults. The earlier students learn to use and adapt to technological devices and software, the better prepared our students will be for secondary school and computer literacy.

Each teacher has a computer, smart board, document camera, and projector. Student academic progress and behavior is monitored using the Aeries student information system. Teachers receive on-going support and training for learning platforms and computer use. REALMS contracts with KCSOS to provide hardware and software support and training.

### **Short-term Independent Study**

In the interest of maintaining individual student academic progress and minimizing disruption to the educational program as a result of an extended student absence, Ridgecrest Elementary Academy for Language, Music, and Science will consider, on a case-by-case basis, the use of short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness, of at least one (1) day in duration up to 30 days per school year. Any such use of independent study will be fully compliant with all applicable independent study laws and regulations. The REALMS Governing Board shall adopt a Board policy and the Charter School will utilize written agreements in accordance with Education Code Section 51745 *et seq.* and its implementing regulations (see attached, as Appendix 5 for the Independent Study Agreement), and shall ensure, through consultation with Ridgecrest Elementary Academy for Language Music, and Science’s legal counsel and independent auditors, all forms and procedures are in conformance with independent study law requirements.

### **School Calendar and Bell Schedule**

The Charter School meets the annual instructional minutes requirements of Education Code Section 47612.5(a)(1) (attached, as Appendix 2 please find the 2024-25 bell schedule). The Charter School offers at minimum 175 days of instruction annually (attached, as Appendix 1, please find the 2024-25 school calendar).

### **Serving Academically Low and High Achieving Students**

Ridgecrest Elementary Academy for Language, Music, and Science’s goal is to meet the educational needs of every child in every classroom, and to utilize general education interventions first, where possible, to minimize the need for special education services. This ultimately gives REALMS more latitude in responding to all children’s needs. REALMS uses the MTSS framework to support all students below and above grade level. MTSS is a process where REALMS will be proactive in assessing students’ academic, behavioral and socio-emotional development needs and provide students with timely, targeted and effective research-based interventions and enrichment.

All students are assessed during the first month of school using Northwest Evaluation Association’s (“NWEA”) Measures of Academic Progress (“MAP”) assessment. The MAP assessment is administered online and is adaptive to students’ responses. This data, along with the student’s prior MAP benchmark assessment and CAASPP (grades 3-6) data is analyzed by teachers during initial PLC meetings to create initial intervention and enrichment groups. Throughout the school year, teachers utilize PLC meetings to plan targeted instruction and activities and create common formative assessments for MTSS. Student MTSS groups are adjusted every 4-6 weeks based on students’ progress and needs as measured on formative and curriculum summative assessments. Intervention and enrichment is provided during the ELA instructional blocks.

When interventions or enrichment supports are not meeting the educational needs of a student, the student will be referred to the Student Support Team. The Student Support Team uses a systematic problem-solving approach utilizing teachers, administrators, parents, the student,

counselors, psychologists, relatives, and sometimes community members. The Student Support Team is not a prerequisite to evaluation for special education eligibility, but may be used to gather insight into a student's academics, behavior, or other areas of interest prior to recommendation for evaluation for special education or a Section 504 plan. (Attached as Appendix 6, please find Student Support Team forms.)

## **Plan for English Learners**

### **Overview**

Ridgecrest Elementary Academy for Language, Music, and Science understands targeted instruction along with opportunities for students to engage in meaningful interactions are the core of English acquisition for English Learners. REALMS will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

The process for identifying and serving English Learners is as follows:

#### ***Step 1: Initial Assessment***

- a) Upon a student's initial enrollment, REALMS will administer a Home Language Survey to the parent or guardian to identify whether the primary or native language of the student is a language other than English.
- b) If a parent or guardian's survey response indicates English as the student's primary or native language, the student shall be classified as English Only ("EO").
- c) If a parent or guardian's survey response indicates a primary or native language other than English, REALMS will proceed with the administration of the Initial English Language Proficiency Assessments for California ("ELPAC") assessment. Parents/guardians will be notified in writing prior to the administration of the assessment.
- d) REALMS will administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall include whether or not the student met the ELPAC initial assessment criterion for proficiency and REALMS' contact information for use if the student's parent or guardian has questions or concerns regarding the student's classification.
- e) If the student does not meet the ELPAC initial assessment criterion for proficiency, REALMS will classify the student as EL.

- f) If the student meets the ELPAC initial assessment criterion for proficiency, REALMS will classify the student as Initial Fluent English Proficient (“IFEP”).
- g) A student shall be administered the initial assessment only once over the course of the student’s enrollment in the California public school system, as verified by REALMS through a review of the California Longitudinal Student Achievement Data System (“CALPADS”) data prior to administering the initial assessment to a student.

**Step 2:** Once identified as an English Learner, REALMS will provide the student with appropriate Designated ELD instruction and services based upon the student’s grade level and language proficiency level.

**Step 3: Ongoing Assessment**

All Charter School students classified as English Learners must be assessed with the ELPAC Annual Assessment.

- a) REALMS will administer the ELPAC summative assessment to all students identified as English Learners during the mandated assessment window.
- b) REALMS will notify each student’s parent or guardian of the student’s assessment results within 30 calendar days following receipt of the test results from the test contractor.

**Step 4: Correction of Classification Errors**

- a) If a student is classified as EO pursuant to Title 5 of the California Code of Regulations, section 11518.5(b), but REALMS has an indication that the student’s primary or native language is not English and the student is unable to perform ordinary classroom work in English, REALMS may collect and review the following evidence:
  - 1) Parent or guardian opinion and consultation results; and
  - 2) Evidence of the student’s performance in REALMS’ adopted course of study and ELD, as applicable, obtained from the student’s classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.
  - 3) Based upon this review, REALMS will determine whether the student will be administered the initial assessment in order to determine the student’s classification. At least 10 calendar days prior to administration of the initial assessment, REALMS will notify the student’s parent or guardian in writing that the student will be assessed. If REALMS administers the initial assessment and if the student does not meet the ELPAC initial assessment criterion for proficiency, REALMS will classify the student as EL. REALMS will then notify the student’s parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The student’s parent or

guardian shall be entitled to request that REALMS review its determination, according to state regulations.

- b) If REALMS inadvertently administers an initial or summative assessment to a student who is not eligible for the assessment as set forth in the Title 5 Regulations, the student's classification will remain unchanged regardless of the assessment results, and REALMS will not maintain any such results as a student record, including in CALPADS.

A student with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the student's IEP or Section 504 Plan.

#### *Paths to Reclassification, Reclassification Criteria and Reclassification ("RFEP") Cycle*

REALMS realizes the importance of monitoring and supporting students' English language development over time and ensuring that students are prepared to re-designate as students who are fluent in English. For this reason, our school will have a systematic process for tracking English Learners and their progress towards meeting the criteria for re-designation. The State Board has established guidelines to use in reclassifying students from EL to fluent English proficient. REALMS' reclassification criteria will reflect the same criteria set forth by the state.

RFEP criteria consist of:

- ELPAC minimum overall score of 4, with minimum scores of 3 in Oral Language and Written Language.
- Grade in English of C or 3 (out of 4), or better.
- Parent approval.
- English teacher recommendation.

Due to AB 484 and the suspension of the California Standards Test beginning in 2014, the California Department of Education has encouraged schools to choose their own criteria as the fourth measure for reclassification. Given the intimate connection between language acquisition and literacy development, REALMS proposes to use students' reading level and writing performance as two measures to assess readiness for reclassification. Students must read within one and a half years of grade level and they must score a 2 out of 4 on a cold write, based on a common, SBAC-aligned writing rubric to complete the RFEP criteria. This aligns with our instructional focus on literacy and language.

REALMS leaders and records personnel will identify two important checkpoints during the school year to determine which students are eligible to meet the reclassification criteria. If a student meets some, but not all, of the criteria, the teacher is notified so that she or he can target instruction to help the student meet the goal of reclassification. The cycle below highlights the annual process for reclassifying students.

Teachers and administrators will look closely at RFEP students' progress in class and on standardized testing measures. According to requirements outlined under the ESSA, schools



must monitor students for four years after re-designation (ESSA, 20 U.S.C.A. Section 6841(a)(5)). This is why many recently reclassified students will receive ELD instruction to continue to support their academic English skills.

### **Monitoring of Reclassified English Learners**

Students reclassified as RFEP will be monitored for a minimum of 4 years after reclassification. REALMS will have a designated EL coordinator who will access RFEP students' information to monitor each RFEP's academic progress. Parents of academically struggling RFEP students will first be notified and the parent(s), EL coordinator, general education teacher, special education teacher (if applicable), and administrator will meet to discuss interventions. Available interventions include: MTSS targeted instruction, differentiated instruction, and reading and or math support classes.

### **Monitoring and Evaluation of Program Effectiveness**

REALM' use of achievement data will guide the instruction and Professional Learning Opportunities as it relates to English learners. REALMS will analyze the data by this subgroup, and continue to assess students' growth through formative and summative assessments, including benchmark assessments.

Specifically, the Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress;
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring student identification and placement;
- Monitoring parental program choice options;
- Monitoring availability of adequate resources.

### **English Language Development**

English Learners require a systematic and explicit approach to teaching and practicing academic English. We customize our core curriculum materials for EL students. REALMS will use Educeri's Launch to Literacy program for designated ELD instruction.

REALMS will provide daily designated and integrated ELD instruction aligned to ELA/ELD standards during the instructional day, specifically during the 120 minute ELA instructional block. English Learners will receive 30 minutes of focused academic English language instruction at their English proficiency level from a qualified teacher.

The purpose of designated ELD instruction is to provide opportunities for EL students to learn to use English through interacting in meaningful ways that are collaborative, interpretive, and productive. Designated ELD instruction will also provide opportunities for EL students to learn how English works. Students will use a variety of instructional strategies such as independent, paired, small group, and whole group practice and discussions during designated ELD. EL

students will develop academic vocabulary and grammar from texts and assignments, learn English functions in texts, and use language in writing different texts and in different content areas.

Daily Instruction and Assessment within ELD teachers' planning sets them up to implement the following common practices during designated ELD time:

- **Gradual Release of Responsibility:** Designated ELD lessons are characterized by a gradual release of responsibility from teacher modeling to guided oral practice to independent written practice. Teachers move through each of these phases in every lesson in order to ensure that students get enough oral practice and that they have an opportunity to apply their new oral language to writing.
- **Visual Supports:** ELD teachers will provide ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support. Teachers model how students might use these visuals during oral and written practice, as well as support students toward independent language production without the use of a scaffold.
- **Structured Language Practice:** During guided oral practice, students engage in Structured Language Practice ("SLP") routines, which promote focused, accountable talk. They range from routines for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).
- **Written Application Tasks:** In order to ensure that students' oral language production transfers to their writing, teachers embed daily written application tasks as early in elementary school as possible (i.e., by the middle of kindergarten at the latest). These tasks may be guided, as with a shared writing activity, or may be more independent, such as an exit ticket. The key feature of all written tasks in designated ELD is that the teacher explicitly makes the connection between them and students' oral language practice so that students begin to write the way they speak and speak the way they write.
- **Assessment:** Once students are able to complete the writing tasks independently, they serve as daily assessments, providing the teacher with crucial data on students' language progress. In addition to written tasks, teachers use an ongoing assessment checklist to keep track of students' oral language production.
- **Structured Language Practice:** In addition to these daily assessment measures, weekly assessments are administered in the form of an application task that students complete by synthesizing all of the language learned that week. This may be in the form of a dramatic role play, a short essay, or a board game. No matter the task, there is a clear connection between the language assessed and its real-life applications. By designing weekly application tasks in this way, teachers ensure that students are engaged in authentic language production while also gathering end-of-week assessment data to guide their

instruction for the following week. These assessments help teachers and school leaders track students' language progress over time, allow them to see whether students can apply the language learned in new contexts, and inform decisions about class placement and ELD leveling. At the end of each academic year, leaders and teachers determine students' readiness to move to the next ELD level based on their scores on the unit assessments and summative benchmarks.

REALMS will provide integrated ELD instruction across disciplines throughout the instructional day. Teachers will use the ELD standards with content standards to support English development in students who are learning English. Teachers will review texts and tasks to identify challenging language for EL students; identify EL strategies to help EL students learn challenging vocabulary; monitor students using the identified language; and adjust instruction to provide support to EL students.

### **Serving Students with Disabilities**

#### **Overview**

REALMS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

Ridgecrest Elementary Academy for Language, Music, and Science will participate as an LEA member of the Kern County Consortium SELPA for the purposes of special education. All LEA members of the Kern County Consortium SELPA, make the following assurances:

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

#### **Section 504 of the Rehabilitation Act**

REALMS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individuals with Disabilities Education Improvement Act ("IDEA") but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine

eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by REALMS' professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Superintendent or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **Special Education Services**

REALMS shall be an independent local educational agency ("LEA") and participate in the Kern County Consortium SELPA pursuant to Education Code section 47641(a) for purposes of

compliance with federal law (IDEA; 20 U.S.C. Sections 1400 *et seq.*) and for eligibility for federal and state special education funds. By participating in the SELPA as its own LEA, REALMS will be solely responsible for the provision of special education and related services. REALMS shall comply with the policies, procedures and requirements of the SELPA as they apply to all SELPA schools for responding to implementation of special education services. REALMS agrees to be responsible for any legal fees related to its application and assurances to the Kern County Consortium SELPA. REALMS shall retain the discretion to participate in a different SELPA as an independent LEA and will provide appropriate advance notice to the County, the SELPA, and the California Department of Education (“CDE”) of such change in membership. A change in SELPA membership shall not require a material revision of this charter.

REALMS shall provide special education and related services to all eligible REALMS students in accordance with the policies, procedures and requirements of the SELPA including, but not limited to, referrals, assessments, IEP team meetings, delivery of educational and related services, records requests, confidentiality of student records, and any due process or other complaints.

REALMS shall receive funding directly from the SELPA in accordance with the allocation plan approved by the SELPA. REALMS understands and agrees that special education funding shall only be used to support special education services and that any costs beyond SELPA funding are the sole responsibility of REALMS.

REALMS will be responsible for complying with all state and federal requirements regarding notification to a student’s school district of residence and the County regarding when a student enrolls in REALMS, becomes eligible for special education, becomes ineligible for special education, and/or leaves REALMS.

REALMS agrees to promptly respond to all CDE or SELPA inquiries, to comply with reasonable CDE or SELPA directives, and to allow the SELPA access to REALMS’ students, staff, facilities, equipment and records as required to fulfill all Authorizer obligations under this charter or imposed by law.

### Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code, the Commission on Teacher Credentialing and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

REALMS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services

to Charter School students, including, without limitation, speech pathologists, occupational therapists, behavioral therapists, and psychologists.

REALMS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA or COE, whichever is appropriate in their area, subject to SELPA and/or COE approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

### Identification and Referral

REALMS shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

REALMS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code

As detailed above, REALMS will implement an SST process to monitor and guide educational services prior to application of Section 504 and special education services. If REALMS staff finds that an intervention plan, developed and implemented within the SST process, is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. REALMS staff may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents/guardians will be informed that special education and related services are provided at no cost to them.

### Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

1. Referral Response (15 Days): REALMS' internal method for referral for assessment will be a Student Study Team. The parent or guardian of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by REALMS within 15 days.

2. Notification of Assessment Request (5 Days): REALMS will notify the authorizer and/or SELPA (where applicable according to SELPA policies) of the assessment request within five days of receipt. Parents will be informed via the Superintendent or a designee that special education and related services are provided at no cost to them.
3. Assessment Plan (15 Days): If REALMS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days, excluding school breaks longer than five school days.
4. Parent Consent (15 Days): The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission.
5. IEP Meeting (60 Days): The assessment will be completed and an IEP meeting held within 60 days (excluding school breaks longer than five school days) of receipt of the parent's written consent for assessment.

### Assessment Process

The Superintendent or designee will be responsible for gathering all pertinent information and sharing such information (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided, if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of REALMS records, reports, and work samples; and
- Parent input.

Unless conflicting with the SELPA policies and procedures, REALMS will assess students according to the following guidelines. If such a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for REALMS to administer the assessment.
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment (excluding school breaks longer than five school days).
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel in accordance

with any instructions provided by the producer of the assessments. Individually-administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher who is familiar with the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. REALMS, in coordination with the SELPA, will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

#### Development and Implementation of IEP

REALMS understands that decisions regarding eligibility, goals and objectives, program, placement, services and exit from special education shall be the decision of the IEP team based on an assessment. Special education programs, placements and services shall be in accordance with applicable state and federal special education law, and the policies and procedures of the SELPA.

REALMS will convene an IEP team meeting for every student who is assessed by REALMS to review the assessment results and make an eligibility determination for special education services, such as for autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, established medical disability, and other disabilities which may be mandated.

Students at REALMS who have IEPs will be served in the least restrictive environment ("LRE"). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should a child with a disability require a more restrictive setting, the full continuum of placement options will be made available.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education



programs, and services to be provided to a student with a disability, are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed, or a representative selected by the parent in accordance with the IDEA;
- The student, if appropriate;
- The Superintendent and/or the REALMS designated representative with appropriate administrative authority as required by the IDEA;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- Related service providers, if appropriate; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. REALMS views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents'/guardians' schedules and needs so that they will be able to participate effectively on the IEP team.

REALMS will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the IEP meeting, REALMS will ensure his/her participation using other methods, such as conferencing by telephone.

A student's IEP must provide for a FAPE, which is an educational program that is designed to meet that child's unique needs and be reasonably calculated to provide the student with some educational benefit. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by REALMS, in cooperation with the Kern County Consortium SELPA.

The IEP will include all required components and be written on SELPA forms. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;

- A statement of the special education and related services and supplementary aids and services to be provided to the student, and a statement of the program modifications or supports for school personnel that will be provided;
- An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and activities;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and school assessments. A description of when services and modifications will begin, the frequency and duration of the services and modifications, who will provide them, and where they will be delivered;
- Transition goals and services for students 16 and older.

IEP meetings will be held according to the following schedule:

- At least annually to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan ("ITP") is required at the appropriate age; and
- When REALMS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of their disability.

If a parent/guardian of a student identified as having special needs chooses not to receive educational and/or related services offered in an IEP, REALMS will document or otherwise obtain evidence of this election in the manner required by law. The offer of placement and services by REALMS shall be in writing prior to this decision by the parent/guardian.

### IEP Review

#### *Once a Year and Every 3 Years*

As noted above, the IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the individual student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

#### *Reassessment Within 30 Days*

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to REALMS. Once the request is received, REALMS will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

### *Quarterly Parent Notice, Goals and Objectives*

Unless otherwise specified on the student's IEP, parents will be informed three(3) times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet their annual goals.

### *Prior Written Notice*

Whenever REALMS proposes to initiate, or refuses to initiate or change, the identification, evaluation, or educational placement of a REALMS student, REALMS will provide the parent/guardian with prior written notice of such action in accordance with the requirements of Title 34 of the California Code of Regulations, section 300.503.

### Reporting

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Superintendent or designee. The Superintendent or designee will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Superintendent or designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

### Procedural Safeguards

The Superintendent or designee will ensure the following procedural safeguards and procedures are followed:

1. **Procedural Safeguards:** Parents/guardians of students with IEPs at REALMS must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
2. **Disagreements Acknowledged:** Any concerns or disagreements raised by parents/guardians will be acknowledged by REALMS within five (5) days, after which a meeting between the parent and REALMS will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.
3. **Notice of Procedural Safeguards:** REALMS will provide the parent with a written Notice of Procedural Safeguards in their native language, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

REALMS will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

#### Interim and Initial Placements of New Charter School Students

REALMS shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to REALMS with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall follow the procedures of the SELPA regarding Non-Public School and Non-Public Agency placements. SELPA shall participate in IEPs where these issues are discussed; should a student be placed with one of the non-public settings, REALMS will be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The parents of students in the Charter School and/or Charter School Administrators have access to the Alternative Dispute Resolution system currently in place within the SELPA to assist in dispute resolution prior to either party making a formal complaint with the California Department of Education or with the Office of Administrative Hearing.

### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

In the event that a due process hearing request is filed against the Kern County Superintendent of Schools ("County Superintendent") or the Kern County Board of Education related to the provision of special education and related services to a REALMS student, REALMS shall fully indemnify, hold harmless and pay for all costs associated, including attorney's fees, costs, and fees for legal representation, settlement costs and damages. The County Superintendent and REALMS will work together to select legal representation and decide on case management.

### SELPA Representation

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

### Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

### Professional Learning Opportunities

Ridgecrest Elementary Academy for Language, Music, and Science teachers participate annually in a minimum of seventy (70) hours of Professional Learning Opportunities and a minimum of 45 minutes weekly of Professional Learning Community ("PLCs") time. The purpose of PLCs is to evaluate students' progress and plan instruction based on the analysis of students' progress. REALMS is committed to training teachers in English learner strategies, use of assessments and data to drive instruction, peer observation and dialogue, standardized testing preparation, and use of technology. (Attached as Appendix 7, please find a 2024-25 Professional Learning Opportunities Plan.)

## **ELEMENT TWO MEASURABLE PUPIL OUTCOMES**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

***And***

## **ELEMENT THREE METHODS OF MEASUREMENT**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

Ridgecrest Elementary Academy for Language, Music, and Science shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.

### **Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the table below:

**ELEMENT ONE AND TWO: MEASURABLE PUPIL OUTCOMES**  
**CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

**Local Control and Accountability Plan**

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP” attached as Appendix 17) pursuant to regulations and a template adopted by the California Authorizer and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

**STATE PRIORITY #1— BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. § 44258.9) and fully credentialed in the subject areas, and, for every pupil they are teaching, every pupil in the school district has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. § 17002(d))*

**SUBPRIORITY A – TEACHERS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● REALMS will seek, support, and retain highly qualified, talented staff to meet the needs of our students and families.</li> <li>● REALMS will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, and reference checks.</li> <li>● Faculty will have 10+ days of targeted Professional Learning Opportunities; based on individual and school goals and the needs of students based on data.</li> <li>● School leaders and faculty will research and obtain the most up-to-date standards-aligned materials and participate in a yearly updating process.</li> <li>● Annual school community survey.</li> <li>● Faculty participates in a shared decision making process.</li> </ul>

	<ul style="list-style-type: none"> <li>● Increase the percentage of teachers appropriately assigned and fully credentialed.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● 90% satisfaction rating on annual school community survey results.</li> <li>● 90% of faculty agree that they participate in a shared decision making process as reported on a school survey.</li> <li>● 90% of teaching staff will be appropriately assigned and fully credentialed by 2026-27 school year.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Community and parent surveys.</li> <li>● Faculty and staff surveys.</li> <li>● Teacher list with credentials and hire dates.</li> <li>● Audit of instructional materials.</li> </ul>
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● 100 Percent of students with access to Common Core standards-aligned instructional materials in all subjects.</li> <li>● All REALMS curriculum will be designed to support ELs and other struggling subgroups.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention support for ELA, Math, ELL, Science, Art, Music, and Modern Language.</li> <li>● Supplemental ELD curriculum for designated and integrated ELD enrichment is used in all grade level classes.</li> <li>● A continuum of professional learning Opportunities, collaborative weekly PLCs and lesson planning by teachers to support: curriculum implementation, EL students and other identified struggling students.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● Maintain 100% of students have access to standards-aligned instructional materials in all subjects.</li> <li>● Teacher lesson plans will be aligned to CCSS and ELD standards and include ELD instruction.</li> <li>● Attendance records of staff professional learning opportunities on adopted curriculum.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Audit of Instructional Materials list.</li> <li>● Audit of teacher lesson plans.</li> <li>● Audit of Continuum of Professional Learning Opportunities.</li> <li>● CAASPP summative assessments.</li> <li>● ELPAC summative assessments.</li> <li>● NWEA assessments.</li> </ul>
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Site facilities are maintained and in good repair.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Regular walkthroughs of school facilities by school leadership.</li> </ul>



	<ul style="list-style-type: none"> <li>● Ongoing review and recording of facilities conditions on the Facilities Inspection Tool.</li> <li>● Parent input on facilities is elicited through surveys and participation on Advisory Committees.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● 90% of community members agree that the school is clean and orderly based on a survey.</li> <li>● School leaders rate the school condition as “very good” or better on the Facility Inspection Tool.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Parents and community members survey of school facilities.</li> <li>● Facility Inspection Tool authorized by the Office of Public School Construction.</li> </ul>
<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● All REALMS teachers will implement the California Common Core State Standards curriculum.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Teachers will actively participate in PLCs and Professional Learning Opportunity sessions.</li> <li>● Teachers will use CCSS state adopted or CCSS standards aligned instructional materials, including intervention and ELD materials.</li> <li>● All core content areas will have, and teachers will use, pacing guides with embedded schedules and assessments.</li> <li>● Teachers will receive assessment data to analyze implementation of CCSS curriculum.</li> <li>● Students will receive interventions or enrichment as determined by formative and summative assessments.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● Percent of staff participating in PLCs and Professional Learning Opportunities will exceed 90% annually.</li> <li>● 100% of instructional materials will be CCSS and ELD aligned.</li> <li>● ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC.</li> <li>● Teacher lesson plans will be aligned to CCSS and ELD standards and include ELD instruction.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● PLO agendas and sign in sheets.</li> <li>● ELPAC summative assessments.</li> <li>● Audit of teacher lesson plans and PLC work.</li> <li>● Audit of instructional materials.</li> </ul>
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● All English Learners will receive designated and integrated ELD instruction.</li> </ul>

<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>Teachers will receive training on designated and integrated ELD instruction.</li> <li>Teachers will develop lesson plans that include designated and integrated ELD instruction.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>Percent of staff participating in ELD Professional Learning Opportunities will exceed 90% annually.</li> <li>Lesson Plans will show Designated and Integrated ELD instruction.</li> <li>ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>ELD Professional Learning Opportunity agenda and sign in sheets.</li> <li>ELPAC summative assessments proficiency data.</li> <li>Audit of teacher lesson plans and instructional materials.</li> </ul>
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All English Learners will show improved scores in all areas of the Summative ELPAC .</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>English Learners will practice strategies, learn skills, and take the Interim ELPAC assessments.</li> <li>Teachers will receive training on the Interim ELPAC assessments.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>ELPAC interim and summative assessment proficiency data.</li> <li>Evaluation of teacher lesson plans.</li> <li>Audit of instructional materials.</li> </ul>
<b>STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT</b>	
<p><i>A. Parental involvement and family engagement, including efforts [the school] makes to seek parent input in making decisions for [the school], and including how [the school] will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i></p> <p><i>B. Family engagement may include, but need not be limited to: efforts to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access; families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.</i></p>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>Parents view themselves as a key component of their student’s and the school’s success as demonstrated by their level of participation.</li> <li>Parents demonstrate a high satisfaction with the school’s program.</li> </ul>

<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Publish opportunities for parental involvement through Parent Square and websites.</li> <li>● Continuously invite parents to student assemblies.</li> <li>● Invite parents to advisory meetings for parents to give feedback to school leadership.</li> <li>● School community surveys.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● Increased number of parents in attendance to weekly assemblies.</li> <li>● 75% of parents view themselves as a key component of their student's and the school's success as demonstrated by their level of participation based on community surveys and increased parent involvement.</li> <li>● 75% of parents demonstrate a high satisfaction with the school's program based upon community surveys.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Surveys.</li> <li>● Meeting minutes.</li> <li>● Meeting sign in sheets.</li> <li>● Photos of assemblies.</li> </ul>
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Opportunities for parent participation will be visibly advertised.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Promote school advisory committee meetings on the school website, Parent Square, social media, teacher newsletters, and Assembly announcements.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● Percentage of parents involved in advisory committees will increase.</li> <li>● Percentage of parents of unduplicated students involved in advisory committees (PTO, ELAC, SSC) will increase.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Audit of school website.</li> <li>● Parent Square notifications.</li> <li>● Teacher newsletters.</li> <li>● Assembly agendas.</li> </ul>
<b>SUBPRIORITY C – FAMILY ENGAGEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Parents regularly participate in programs for unduplicated pupils, classroom conferences and school wide activities.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Parents of students eligible for unduplicated pupil programs will be notified of their eligibility and their opportunities to participate in the decision making process.</li> <li>● Families will be notified of volunteer opportunities and school activities.</li> <li>● Promote school events and activities on Parent Square, school website, social media, and in teacher newsletters.</li> </ul>

<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● Rate of parents/guardians of SWD participating in IEP meetings.</li> <li>● 75% of parents complete community survey.</li> <li>● Increased number of families participating in volunteer activities.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● IEP Meeting attendance records.</li> <li>● PTO records of volunteers.</li> <li>● Surveys.</li> <li>● Meeting minutes.</li> <li>● Meeting sign in sheets.</li> <li>● Family Engagement day sign in sheets.</li> </ul>
<p><b><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></b></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <p><i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i></p> <p><i>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></p> <p><i>C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i></p> <p><i>D. EL reclassification rate</i></p> <p><b><u>E.</u></b> <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><b><u>F.</u></b> <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
<b>SUBPRIORITY A – CAASPP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Students in 3-6 grades will participate in all annual CAASPP assessments.</li> <li>● Students in 3-6 grades will increase progress towards meeting and exceeding standards on each CAASPP assessment.</li> <li>● Students in grades TK-6 will participate in NWEA MAP Growth benchmark assessments 3 times each year.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Students will use CCSS aligned instructional materials.</li> <li>● Students will receive instruction and intervention supports aligned to the CCSS.</li> <li>● Teachers will have Professional Learning Opportunities in CAASPP preparation including interim assessments.</li> <li>● Students will participate in CAASPP practice and interim assessments.</li> <li>● Students will participate in NWEA benchmark assessments.</li> <li>● MTSS interventions.</li> </ul>

<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>95% or more of students in grades 3-6 will participate in CAASPP assessments.</li> <li>Dashboard distance from standard (DFS) will positively improve for all students and all significant subgroups from year to year.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>CAASPP ELA and math interim and summative assessments.</li> <li>NWEA benchmark assessments.</li> </ul>
<b>SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE) - NOT APPLICABLE</b>	
<b>SUBPRIORITY C – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>English Learners will demonstrate progress towards English proficiency as measured on the ELPAC.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>Teachers will receive training in interim and summative ELPAC assessments.</li> <li>Teachers will design lessons and activities that include designated and integrated ELD instruction.</li> <li>Students will have opportunities to learn and practice English in meaningful ways that are collaborative, interpretive, and productive.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>ELs making progress towards English proficiency will increase 10% annually as measured by the ELPAC.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>ELPAC interim and summative assessment data.</li> <li>Reclassification forms and materials data.</li> </ul>
<b>SUBPRIORITY D – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>English Learner reclassification rates will increase annually.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>Teachers will receive training in interim and summative ELPAC assessments.</li> <li>Teachers will receive training in designated and integrated ELD instruction.</li> <li>Teachers will design lessons and activities that include designated and integrated ELD instruction.</li> <li>Students will have opportunities to learn and practice English in meaningful ways that are collaborative, interpretive, and productive.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>The number of Reclassified EL students will increase as measured by reclassification criteria.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>ELPAC summative assessments.</li> <li>Reclassification forms and materials data.</li> <li>ELPAC proficiency data.</li> </ul>

<b>SUBPRIORITY E – AP EXAM PASSAGE RATE - NOT APPLICABLE</b>	
<b>SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP - NOT APPLICABLE</b>	
<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li><i>A. School attendance rates</i></li> <li><i>B. Chronic absenteeism rates</i></li> <li><i>C. Middle school dropout rates</i></li> <li><i><u>D.</u> High school dropout rates</i></li> <li><i><u>E.</u> High school graduation rates</i></li> </ul>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Students will regularly and consistently attend school.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Maintain Student Support Center to serve as a location for students to receive social-emotional or physical services, including counseling.</li> <li>● Educate students and parents about the importance of school attendance and truancy.</li> <li>● Office Coordinator will monitor student attendance on a weekly basis.</li> <li>● Parents/guardians will be notified daily via phone or print of absences.</li> <li>● Parents/guardians of students who are truant will be sent letters and requests for meetings to look for solutions to address truancy.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>● 95% of students will attend school consistently and regularly.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>● Student Support Center participation records.</li> <li>● Notifications and Agendas for parent education events.</li> <li>● Student attendance records from Aeries.</li> </ul>
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>● Student engagement in school activities will increase and chronic absenteeism will decrease.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>● Maintain School Attendance Review Team to look at ways to engage each student and address barriers that lead to decreased absenteeism.</li> <li>● Educate students and parents about the importance of school attendance and chronic absenteeism.</li> <li>● Implementation of Positive Behavioral Intervention and Supports.</li> </ul>

<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>Chronic absenteeism will decrease annually.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>SART meeting notes.</li> <li>Written notices provided to parents and guardians.</li> <li>PBIS Team agenda and notes.</li> <li>Student attendance records from Aeries.</li> </ul>
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES - NOT APPLICABLE</b>	
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES - NOT APPLICABLE</b>	
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES - NOT APPLICABLE</b>	
<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i>	
<i>B. Pupil expulsion rates</i>	
<i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>REALMS will consider alternative means of correction before suspending students. The exception will be violations to education code that mandate suspension.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>Train teachers and support staff in systematic supervision and Crisis Prevention and Intervention (CPI).</li> <li>Train administrators in restorative justice practices.</li> <li>Utilize counseling and alternative corrections.</li> <li>Inform and engage parents in correcting and changing students' behaviors.</li> <li>Implement PBIS lessons and strategies that teach expected student behaviors.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>Suspension rate will be below 5%.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student discipline records are in Aeries.</li> </ul>
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>REALMS will use alternative means of correction before expelling students. The exception will be violations to education code that mandate recommendation for expulsion.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>Train teachers and support staff in systematic supervision and Crisis Prevention and Intervention (CPI).</li> <li>Train administrators in restorative justice practices.</li> </ul>

	<ul style="list-style-type: none"> <li>Utilize counseling and alternative corrections.</li> <li>Inform and engage parents in correcting and changing students' behaviors.</li> <li>Implement PBIS lessons and strategies that teach expected student behaviors.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>Expulsion rate will be below .5%.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student discipline records are maintained in Aeries.</li> </ul>
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>Students and parents will actively voice their thoughts on, and relay a positive sense of, school safety and connectedness.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>School activities and volunteer opportunities will be communicated to families.</li> <li>Families will be invited to participate in advisory meetings (school site council, English Language Advisory Council, Parent Teacher Organization) to share their thoughts on school safety and connectedness.</li> <li>Facilities will be clean and safe.</li> <li>Students are engaged in learning and extracurricular activities.</li> <li>Students receive academic supports and enrichment to meet learning needs.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>At least 75% of students in grades 4-6 and all parents will communicate satisfaction with the school's program.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Parent/guardian, community and student surveys.</li> <li>Advisory meeting notes.</li> <li>Facilities Inspection Tool results.</li> <li>Student attendance records from Aeries.</li> </ul>
<p><b>STATE PRIORITY #7— COURSE ACCESS</b></p> <p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. § 42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. § 51210)</i></p>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in English-Language Arts, mathematics, social science, science, music, foreign language, and physical education courses.</li> </ul>



<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in all education courses upon enrollment.</li> <li>Unduplicated students will have programs and services provided in addition to the broad course of study for all students.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of students will be enrolled in English-Language Arts, mathematics, social science, science, music, foreign language, and physical education courses.</li> <li>100% of Unduplicated students are enrolled and have access to programs and services specifically developed and provided for them.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student records in Aeries for all student groups.</li> </ul>
<b>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All student groups will show improved scores on the NWEA ELA assessments given each year.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be given the NWEA ELA assessment 3 times per year.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>All student groups, including unduplicated students, will show improved NWEA results as measured from the beginning assessment compared to the end of year assessment.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>NWEA benchmark assessments.</li> <li>Student records in student information system (Aeries).</li> </ul>
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All student groups will show improved scores on the NWEA math assessments given each year.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be given the NWEA math assessment 3 times per year.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>All student groups, including unduplicated students, will show improved NWEA results as measured from the beginning assessment compared to the end of year assessment.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>NWEA benchmark assessments.</li> <li>Student records in student information system (Aeries).</li> </ul>
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in Social Studies.</li> </ul>

<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in Social Studies upon enrollment.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of students will be enrolled in social studies.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student records in Aeries.</li> </ul>
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in science.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in science upon enrollment.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of students will be enrolled in science.</li> <li>95% of 5th grade students will participate in the California Science Test (CAST).</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student records in student information system (Aeries).</li> <li>California Science Test (CAST).</li> </ul>
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in music.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in music upon enrollment.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of students will be enrolled in music.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student records in Aeries.</li> </ul>
<b>SUBPRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in physical education.</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>All students will be enrolled in physical education upon enrollment.</li> </ul>
<b>MEASURABLE OUTCOME</b>	<ul style="list-style-type: none"> <li>100% of students will be enrolled in physical education.</li> <li>100% will participate in and 75% of 5th grade students will meet guidelines for passing the California Physical Fitness Test.</li> </ul>
<b>METHODS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Student records in Aeries.</li> <li>School Accountability Report Card reports the results of the CA PFT.</li> </ul>

Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The Charter School shall create and annually update and develop the LCAP (attached as Appendix 17) in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the Authorizer. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the Authorizer annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### **Methods of Measurement**

The table below lists the various assessments administered at the Charter School to measure student outcomes.

<b>Assessments</b>	<b>Applicable Grade Levels</b>	<b>Frequency/Timing of Assessments</b>
<b>CAASPP Interim Assessments</b>	<b>3-6</b>	<b>Multiple times throughout the year.</b>
<b>CAASPP – ELA</b>	<b>3-6</b>	<b>Once per year/Spring</b>
<b>CAASPP – Math</b>	<b>3-6</b>	<b>Once per year/Spring</b>
<b>CAST – Science</b>	<b>5</b>	<b>Once per year/Spring</b>
<b>Initial ELPAC</b>	<b>TK-6</b>	<b>Initial identification of students whose primary language is a language other than English</b>
<b>Interim ELPAC</b>		<b>Multiple times throughout the year.</b>
<b>Summative ELPAC</b>	<b>K-6</b>	<b>Annual/ Winter-Spring</b>
<b>NWEA MAP Growth Assessments</b>	<b>TK-6</b>	<b>3 times annually/ Fall, Winter, Spring</b>

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Pupil outcomes for the 8 state priorities are measured through formative and summative assessments. NWEA’s MAP growth assessment is REALMS’ benchmark assessment. Benchmark assessments are a summative measure of grade level standards based instruction, interventions, and enrichments. Benchmark assessments will provide a global perspective and measure of the effectiveness of MTSS and needed adjustments to meet students’ learning needs. CAASPP interim assessments are also administered numerous times each year to help teachers target

instructional goals with their students. Students in all grades participate in the MAP assessments at the end of each trimester and within the nationally normed testing windows. CAASPP and ELPAC assessments, student and parent surveys, parent participation, maintenance of facilities reports, hiring and retaining credentialed staff reports, and student attendance monitoring reports are used to collect, analyze, and report REALMS' information regarding the 8 state priorities.

### **Collecting, Analyzing, and Reporting Data**

REALMS collects and analyzes student achievement data regularly and provides student achievement data to staff, parents and guardians, and the authorizer:

- Staff will receive data on student achievement during PLC meetings or Professional Learning Opportunity days to help monitor and improve REALM's education program through identifying student needs, adjusting instruction, planning assessments;
- Parents and guardians will receive students' data reports during parent teacher conferences and scheduled meetings; and
- The Authorizer will receive data on student achievement through school reports and/or presentations upon request.

REALMS uses the MAP Growth assessment from the Northwest Evaluation Association (NWEA) and California Interim Assessments to assist with identifying students' areas of strength and need. The California Physical Fitness Test will be administered, and results data is used to inform the content of the PE program. Prior to the start of school, staff meets for up to one full week to analyze data, review cumulative files, receive professional training, and collaborate to discuss students' needs.

REALMS uses multiple formative and summative assessments to guide instruction. These assessments provide additional data between benchmark assessments and CAASPP assessments about student's progress towards reaching the state standards.

The NWEA platform will allow REALMS to analyze students' assessments by grade level, classroom, gender, and ethnicity. REALMS will also use the Kern Integrated Data System (KIDS) to disaggregate students' assessments of our choosing. Since we plan on using KIDS and the platform is customizable as to which assessments we choose to measure, students can be analyzed based on ethnicity, English learner, and special education.

### **Use of Data**

Students' growth and progress towards meeting State Standards is the core of Ridgecrest Elementary Academy for Language, Music, and Science. REALMS holds itself accountable for student progress. Staff are accountable to Ridgecrest Elementary Academy for Language, Music, and Science for student performance improvement. In addition to CAASPP assessments, REALMS utilizes MAP Growth assessments, internal curriculum, skills-based formative and summative assessments to monitor student growth and progress towards meeting State Standards. Teachers are trained and provided resources on how to assess learning and analyze results to improve teaching strategies and student achievement.

### **Parent Survey**

Each year Ridgecrest Elementary Academy for Language, Music, and Science surveys parents and community members on a variety of indicators of parent satisfaction, staff relationships, and student progress. Results of the survey may be published on the Charter School website or on Parent Square.

### **Reporting Academic Progress**

Ridgecrest Elementary Academy for Language, Music, and Science shall meet all the applicable reporting and inspection/site visit requirements under Education Code Sections 47604.33 and 47607 and the memorandum of understanding (“MOU”) with its Authorizer which currently requires ongoing academic reports and shall promptly respond to all reasonable inquiries in accordance with Education Code Section 47604.3.

Parents/guardians will receive report cards three times each year, one at the end of each trimester. Progress reports will be sent home half way through each trimester. Parents/guardians have access to Aeries, our online grade reporting system through Aeries Parent Portal.

In addition to the reports to the Authorizer required under the MOU and applicable law, Ridgecrest Elementary Academy for Language, Music, and Science shall publish a School Accountability Report Card (“SARC”) each year as required by law.

The SARC shall be transmitted in writing to the Authorizer and the California Department of Education. Copies of the SARC will be made available to each family in the Charter School and shall be posted on the school’s main webpage.

## **ELEMENT FOUR GOVERNANCE STRUCTURE**

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

### **Legal**

Ridgecrest Elementary Academy for Language, Music, and Science is a directly funded independent public charter school, operated by a California non-profit public benefit corporation, Ridgecrest Charter School, pursuant to California law and within the terms and conditions specified in this petition.

The Charter School will comply with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The Charter School will secure general liability insurance, workers compensation, and unemployment insurance.

The Charter School will operate autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the Authorizer and the Charter School. In accordance with Education Code Section 47604(d), an authority that grants a charter to a charter school to be operated by a non-profit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the Authorizer has complied with all oversight responsibilities required by law.

(Attached as Appendix 8 are The Corporate Bylaws of the Charter School, attached as Appendix 9 are The Articles of Incorporation of Ridgecrest Charter School, and attached as Appendix 10 is the Conflict of Interest Code.)

### **Board of Trustees**

Ridgecrest Elementary Academy for Language, Music, and Science will be governed by the Ridgecrest Charter School Board of Trustees (“Charter Board”), understanding that Ridgecrest Elementary Academy for Language, Music, and Science is part of a California nonprofit public benefit corporation and has a legal fiduciary responsibility for the well-being of the Charter School. As such, and with particular reference to the Education Employment Relations Act, the exclusive public school employer of the employees of Ridgecrest Elementary Academy for Language, Music, and Science will set the terms and working conditions for all employees and will do so consistent with state and federal law.

The Charter Board shall have no less than five (5) and no more than seven (7) board members. Per Education Code Section 47604(c), the Authorizer may designate a representative to the Board of Ridgecrest Charter School. The corporation will strive to compose a Board that includes a city community member, a member appointed by staff election, and three school

community members (including the parent or guardian of currently enrolled students). All Board members (not including the member appointed by the Authorizer) shall be subject to an election process as outlined in the corporate bylaws, section II.C.1.

Board members hold two year terms which are staggered to ensure continuity on the Board. Two (or three if 7 members) terms will end on June 30 of the even calendar years and two (or three if 7 members) terms will end on June 30 of the odd calendar years. No Trustee may serve for more than three consecutive full-length terms of services (partial terms are not included).

### **Board Meetings and Duties**

The Board of Trustees of the Charter School will meet regularly and in accordance with the Brown Act and Education Code Section 47604.1(c). The Charter Board will be responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- approval of the general policies of the Charter School;
- reviewing employment, discipline, and release of Charter School employees;
- approval and monitoring of the Charter School's budget;
- receipt of funds for the operation of the Charter School in accordance with the Charter and applicable law;
- solicitation and receipt of grants and donations consistent with the mission of the Charter School;
- reviewing the Charter School's personnel policies and receiving from the Superintendent reports relative to their implementation, such policies to be consistent with any applicable laws;
- fulfilling all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School is being carried out;
- reviewing monthly operations reports from the Superintendent and annual independent audit reports;
- hiring and evaluation of the Superintendent;
- hold at least one public hearing to solicit recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCAP or its annual update.

It is understood that the Authorizer shall have the right of access to all Charter School records to carry out its oversight responsibilities, and that the records of the Charter School are subject to the California Public Records Act. The Charter School shall comply with the Brown Act and Education Code Section 47604.1, and Board members shall receive annual training on the Ralph M. Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, which shall be updated with any charter school-specific conflict of interest laws or regulations. (The Conflict of Interest Code is

attached as Appendix 10.) As required, the Conflict of Interest Code has been made available to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Ridgecrest Elementary Academy for Language, Music, and Science will act as its own fiscal agent to the fullest extent of the law. Ridgecrest Elementary Academy for Language, Music, and Science will see to it that all provisions of charter school legislation will be followed. Ridgecrest Elementary Academy for Language, Music, and Science will monitor the budget monthly. Ridgecrest Elementary Academy School for Language, Music, and Science contracts with the Kern County Office of Education for a fiscal analyst and back office service providers to ensure best accountable business practices.

The Charter School Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics, conflicts of interest and the Brown Act.

### **Superintendent**

The Superintendent will be the leader of the Charter School, and shall also have the responsibility of organizing, reorganizing, and arranging any of the educational, administrative, management, and support staff, which in their judgment best serves the Charter School, subject to the authority and approval of the Board of Trustees. See Element Five below for more details regarding the responsibilities of the Superintendent.

### **Parent and Community Involvement**

#### **School Site Council**

REALMS encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the Charter School shares local control with the School Site Council (“SSC”), consisting of parents and Charter School representatives. The SSC participates in developing school policies and efforts to engage the support of the community. The SSC may make recommendations about issues related to the Charter School and participate in reviewing parental and community concerns. The SSC consists



of representatives of the following parties: administrators, teachers, parents and community members. The administrator is responsible for communicating all SSC policy recommendations to the Board of Trustees.

### **Parent Involvement**

One goal of the Charter School is empowering parents as educational partners. Parents know their voice and participation at the Charter School influences the development of the whole school and its components. Parents have opportunities to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

REALMS will have a standing Parent Teacher Organization (“PTO”) serving in an advisory capacity to the Board and is open to all parents and staff. The PTO supports the educational program through family events and fundraising for school enrichment activities. The PTO has opportunities to review and provide input on curriculum, facilities, safety, grants, technology, and community relations. The Charter School encourages active parent participation through attendance at conferences, Student Study Team meetings, school meetings such as LCAP, budget, and safety plan updates, monthly family engagement events, and volunteering. Additionally, the Charter School will present a mid-year overview of the LCAP and Local Control Funding Formula budget, per the requirements of Education Code Section 47606.5(e).

Parents are encouraged to volunteer at the Charter School. While the Charter School may encourage parental involvement, it will notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Volunteer opportunities include campus beautification events, assisting in the classroom, assisting with a school event, or attending a school meeting. REALMS will communicate with parents through Parent Square, REALMS’ website, social media, e-mail, and phone calls.

The PTO, with support from Ridgecrest Elementary Academy for Language, Music, and Science, ensures notice is given to the parents of the following:

- special classroom and school-wide events to be held during the year;
- the process for time and labor donations to the Charter School; and
- the process for “phone tree/e-mail communication” for all classrooms.

### **Additional Opportunities for Parent Involvement**

- Parents, students and teachers meet at least three times a year to plan and assess the students’ learning progress and determine goals.
- School and staff evaluations – parents complete an annual survey evaluating school and staff strengths and areas of need.

- Parents may have access to student academic and behavior progress through a student information system such as Aeries.
- Volunteer Opportunities – various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees.
- Fundraising – parents and community members may work with the Charter School to raise additional resources to support students and the Charter School program.
- Advocacy – parents and community members communicate the Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Ridgecrest Elementary Academy for Language, Music, and Science Board of Trustees meetings – parents and community members are welcome to the Board meetings. In compliance with the Brown Act, REALMS posts the agenda for Regular Board of Trustees meetings at least 72 hours prior to the meeting, giving parents and community members notice of the meeting.

## **ELEMENT FIVE EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

Ridgecrest Elementary Academy for Language, Music, and Science will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. REALMS believes all of its employees create a successful learning environment and will recruit qualified employees throughout the organization. REALMS recognizes employment is voluntary, and the REALMS Board shall not require any employee to be employed at REALMS. The Charter School will conduct background checks on employee candidates as outlined in Element Six, to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. REALMS' Human Resources department, along with the Superintendent, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Education Code Section 47605(1).

Selection and appointment of Ridgecrest Elementary Academy for Language, Music, and Science's staff members shall be the exclusive prerogative of Ridgecrest Elementary Academy for Language, Music, and Science. Persons who work at the Charter School shall be selected, employed, and released by the Charter School which will exclusively set the terms and conditions of employment.

Ridgecrest Elementary Academy for Language, Music, and Science does not discriminate against any applicant on the basis of protected classes, as described in more detail in Element Six. The Ridgecrest Elementary Academy for Language, Music, and Science Board is involved in the selection process for the Superintendent.

### **Superintendent**

Subject to the approval of the Charter School Board, the Superintendent shall also have the responsibility of organizing, reorganizing, and arranging any of the educational, administrative, management, and support staff, which in their judgment best serves the Charter School.

The Superintendent shall personally or by direction: (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Board; (b) periodically evaluate employees as provided for by California law and Board policy; (c) advise the Board of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; (d) represent the Charter School at community functions; (e) advocate for the Charter School; (f) lead Professional Learning Opportunities sessions for teachers and support staff; (g) supervise and evaluate administrators; (h) oversee and support preparation and reviews of state and federal reports; (i) advise the Board about all Charter School matters; and (j) hire Charter School staff.

The Superintendent shall supervise and provide oversight throughout the term of their contract for all duties within this position description, even while the Board recognizes that an appropriate amount and type of work shall be delegated to other positions by the Superintendent.

The Superintendent shall meet all qualifications established by the Board, including, but not limited to, the following:

**Education and Experience:**

- M.A./M.S. Degree
- California Administrative Services Credential, preferred
- California Multiple Subject Teaching Credential, preferred
- 5 plus years teaching and/or administrative experience

**Knowledge, Skills, and Abilities:**

- Excellent communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Knowledge of school finance and operations
- Entrepreneurial passion
- Knowledge of data analysis and application

**Assistant Superintendent of Instruction**

The assistant Superintendent (hired as enrollment and budget allows) shall personally or by direction (a) track, evaluate, and support the academic program; (b) report, analyze and develop action plans for continuous improvement; (c) provide instructional support to staff; (d) manage the Professional Learning Opportunities calendar; (e) lead Professional Learning Opportunities sessions for teachers and support staff; (f) review all special education and Section 504 policies adopted by the Charter School Board and make appropriate recommendations to the Superintendent to keep policies current; (g) advise the Superintendent of sources of educational programs, student services, special education services and funds which are available; (h) support students programs and discipline; (i) act as Director for special education and Section 504 students; and (j) represent the Charter School in the community. The Assistant Superintendent of Instruction shall meet the following minimum qualifications:

**Education and Experience:**

- M.A./M.S. Degree
- California Administrative Services Credential, preferred
- California Multiple Subject Teaching Credential, preferred
- California Special Education Teaching Credential, preferred
- Experience teaching students with special needs
- Experience in data analysis and application to instructional practice

**Knowledge, Skills, and Abilities:**

- Excellent communication and community-building skills
- Curriculum development and program design
- A record of collaboration with teachers, administrators, parents, and community members

- Entrepreneurial passion
- Knowledge of leadership theories and practices
- Knowledge of Professional Learning Communities
- Knowledge of best instructional practices and systems change
- Knowledge of special education laws and laws regarding Section 504 plans
- Ability to develop academic programs and schedules

### **Principal**

The Principal (hired as enrollment and budget allows) shall personally or by direction (a) review all policies adopted by the Charter School Board and make appropriate recommendations to the Superintendent to keep policies current; (b) periodically evaluate employees as provided for by Board policy or Employment Handbook; (c) advise the Superintendent of sources of educational programs, student services, special education services and funds which are available to implement present or contemplated Charter School programs; (d) support students programs and discipline; (e) represent the Charter School in the community; (f) lead Professional Learning Opportunities sessions for teachers and support staff; (g) supervise teachers and support staff; (h) advise the Superintendent about all Charter School matters; (i) hire school staff; (j) plan master schedule; (k) develop student discipline policies and supervise student discipline; (l) work closely with parents and community members; and (m) work with the Superintendent and assistant Superintendent on improving student academic performance. The Principal shall meet the following minimum qualifications:

#### **Education and Experience:**

- M.A./M.S. degree
- California Administrative Services Credential, preferred
- California Multiple Subject Teaching Credential, preferred  
California Special Education Teaching Credential, preferred
- Experience teaching students with special needs
- 5 plus years teaching and/or school leadership experience
- Experience in data analysis and application

#### **Knowledge, Skills, and Abilities:**

- Excellent communication and community-building skills
- Knowledge of curriculum development and program design
- A record of collaboration with teachers, administrators, parents, and community members
- Entrepreneurial passion
- Knowledge of Leadership theories and practices
- Knowledge of Professional Learning Communities and interventions
- Knowledge of Best instructional practices and systems change

The Principal should possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program.

## **Fiscal Analyst**

Under the administrative direction of the Superintendent, the fiscal analyst has overall responsibility for financial and asset management functions; plans, organizes, directs and administers all financial and business operations of the Charter School. The fiscal analyst serves as principal advisor to the Superintendent regarding fiscal policy development and for short- and long-range financial and facility planning. The fiscal analyst shall meet all qualifications established by the Board, including but not limited to the following:

### **Education and Experience:**

- Graduation from four-year college or university, with a major in business, accounting, finance, economics, public or business administration (preferred)
- Year-for-year qualifying experience as a Fiscal Officer or Business Officer may be substituted for up to two years of college requirement (preferred)
- A minimum of five years of increasingly responsible experience in business and financial management, preferably in public finance
- Proficiency with Microsoft Office and accounting software
- Experience in supervising employees
- Experience in human resources management (preferred)

### **Knowledge, Skills, and Abilities:**

- Theory and practice of fiscal and school business management
- Governmental finance, budgeting, accounting, payroll, auditing, procurement, risk management, contract administration, and debt issuance and management
- Technology including selection, implementation and management of administrative and business technology systems
- Ability to successfully manage multiple projects and meet deadlines
- Strong interpersonal and communication skills
- Ability to work independently as well as with a team
- Ability to monitor daily enrollment

The fiscal analyst shall have the responsibility of directing, coordinating and organizing facilities and business operation services, which in their judgment best serves the Charter School. The fiscal analyst shall also personally or by direction review all facilities and business operation services and policies adopted by the Charter School Board and make appropriate recommendations to the Board.

## **Teachers**

Criteria for the selection of teachers are adapted from the California Standards for the Teaching Profession. During the hiring process, candidates are evaluated using these standards:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students

5. Assessing students for learning
6. Developing as a professional educator

Teachers will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, pursuant to Education Code Sections 47605(l) and 47605.4(a).<sup>8</sup> The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2025, must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

Specific qualifications include:

- Dedication to putting in time, energy, and effort in developing the Charter School's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the Charter School;
- Knowledge or willingness to become knowledgeable about the developmental needs of the Charter School students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curriculums and learning styles in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the Student Study Team Coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- Willingness to take a leadership role in some aspect of the Charter School's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

### **Other Staff**

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<sup>8</sup> These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority.

All other staff members shall meet the basic criteria for employment as approved by the Governing Board. All staff will understand, in dress and demeanor, that they are role models for students. The best individuals are sought – understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All staff members, including teachers, will be interviewed by a panel put together by the Superintendent.

Instructional support staff, meeting all other legal prerequisites for employment (e.g. fingerprint clearance and Tuberculosis risk assessment or testing, I-9 verification, etc.), may be non-certificated but will not, in accordance with the law, serve as the “teacher of record” who is responsible for overseeing the student’s academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School’s operational policies.

### **Personnel Policies**

Ridgecrest Elementary Academy for Language, Music, and Science has developed personnel policies published in the Employee Handbook, which is periodically reviewed by the Ridgecrest Elementary Academy for Language, Music, and Science Board and the Charter School's legal counsel for compliance with applicable laws. (Attached, as Appendix 11, please find the 2024-25 Employee Handbook.)

### **Evaluation Procedure**

The Superintendent, Assistant Superintendent of Instruction, and/or Principal, shall observe and evaluate staff using a performance appraisal framework and system. The purpose of the performance appraisal system is to promote greater accountability and improvement in professional practice that results in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- an analysis of student achievement based on student performance on standardized and other specific assessments;
- observations by an administrator in professional settings;
- accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- a self-assessment based on adherence to the vision and mission of the Charter School;
- community presence and involvement including frequency of parent contact; and
- an analysis of parent and student surveys to be collected in the spring of the year.

After five consecutive satisfactory evaluations, teachers may opt for an alternative evaluation. The alternative evaluation is a project based evaluation. The purpose of the alternative evaluation is to allow deeper growth in content knowledge, instructional practices, and pedagogy. (Attached, as Appendix 12, please find the 2024-25 Teacher Evaluation Form.)

The Superintendent will be evaluated by the Ridgecrest Elementary Academy for Language, Music, and Science Board.



## **ELEMENT SIX**

### **PROCEDURES TO ENSURE HEALTH AND SAFETY OF PUPILS AND STAFF**

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, REALMS will continue to update, adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. Ridgecrest Elementary Academy for Language, Music, and Science's health and safety policies and procedures are encapsulated in the 2024-25 Parent-Student Handbook, which is attached as Appendix 13, and will be reviewed on an ongoing basis. REALMS shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

#### **Procedures for Background Checks**

Employees and contractors of REALMS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent of the Charter School shall designate a staff member to monitor compliance with this policy and report to the Superintendent so the Superintendent can report to the Charter School Governing Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Role of Staff as Mandated Child Abuse Reporters**

All employees are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide

mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis (“TB”) Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment or working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

### **Medication in School**

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### **Vision & Hearing**

Students are screened for vision and hearing. The Charter School adheres to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

### **Diabetes**

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

### **Menstrual Products**

The Charter School will stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **All Gender Restrooms**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grade 6 of human trafficking prevention resources.

### **School Meals**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

### **Recess**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **Mental Health Education**

If the Charter School offers one or more courses in health education to students in 6th grade, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

### **Mental Health Information**

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(K):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079;
- a discrimination and harassment policy consistent with Education Code Section 200;
- provisions of any school-wide dress code that prohibits students from wearing "gang-related apparel," if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School;
- a safe and orderly environment conducive to learning;
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6;

- procedures for conducting tactical responses to criminal incidents;
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the Comprehensive School Safety Plan to be modified accordingly.

### **Workplace Violence Prevention Plan**

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### **Emergency Preparedness**

REALMS adheres to an Emergency Preparedness Handbook drafted specifically to the needs of REALMS in conjunction with law enforcement and the Fire Marshal. This Handbook includes, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, active shooter, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Blood Borne Pathogens**

REALMS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Smoke Free Environment**

REALMS functions as a drug, alcohol and smoke free environment.

### **Facility Safety**

REALMS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. REALMS shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has adopted a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first semester of the school year, or at the time that there is a new employee hired.

### **Bullying Prevention**

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### **SAFETY Act**

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

### **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **Gun Safety Notice**

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **Transportation Services**

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

## ELEMENT SEVEN STUDENT POPULATION BALANCE

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

REALMS strives to ensure the student population is reflective of the general population residing within the territorial jurisdiction of the local school district. REALMS annually monitors the racial and ethnic, special education, and English learner balance of its student population and adjusts our outreach plan in an effort to achieve a diverse student population.

The demographics for the Sierra Sands Unified School District for the 2023-24 school year were as follows:

Demographic Characteristic	Sierra Sands Unified School District
Black or African American	7.3%
American Indian or Alaska Native	1.1%
Asian	2.0%
Filipino	1.4%
Hispanic or Latino	32.7%
Native Hawaiian or Pacific Islander	0.6%
White	48.7%
Two or More Races	5.3%
Eligible for Free or Reduced-Price Lunch	54.4%
English Learners	5.5%
Students with Disabilities	16.2%

The demographics for REALMS for the 2023-24 school year were as follows:

Demographic Characteristic	REALMS
Black or African American	7.6%
American Indian or Alaska Native	0.4%



Asian	1.8%
Filipino	1.3%
Hispanic or Latino	47.3%
Native Hawaiian or Pacific Islander	n/a
White	31.3%
Two or More Races	9.4%
Eligible for Free or Reduced-Price Lunch	57.6%
English Learners	5.4%
Students with Disabilities	12.1%

Outreach and marketing strategies include, but are not limited to, the following:

1. An enrollment timeline and process allowing for a broad-based recruiting and application process;
2. Meetings and tours with prospective parents, neighborhood groups, community and leadership organizations, churches, and local preschools. Meetings are held in convenient locations throughout the district and available upon request;
3. Advertising student openings through local advertising, social media, direct mail, and community bulletin boards targeted towards diverse populations. Advertising may be in various languages spoken within our community;
4. Distributing promotional and informational materials to community groups and agencies serving diverse racial and ethnic groups.

REALMS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Pupils will be considered for admission without regard to any of the above listed characteristics. Ridgecrest Elementary Academy for Language, Music, and Science will strive to achieve a racial and ethnic, special education, and English learner balance of students and staff which reflects that of the general population residing in the District through its student recruitment strategies.

## **ELEMENT EIGHT**

### **ADMISSION POLICIES AND PROCEDURES**

*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed Emergency Medical Information Form

5. Proof of minimum age requirements
6. Release of records<sup>9</sup>

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school(s) in which Ridgecrest Elementary Academy for Language, Music, and Art is located
2. Siblings of students admitted to or attending the Charter School
3. Children of Charter School teachers and staff (up to 10% of total enrollment capacity)
4. Residents of the Sierra Sands Unified School District
5. All other applicants

The Charter School and the Authorizer agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Trustees will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening

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<sup>9</sup> In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

## **ELEMENT NINE INDEPENDENT FINANCIAL AUDIT**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, if one is formed, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Authorizer along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## ELEMENT TEN

### SUSPENSION AND EXPULSION PROCEDURES

Governing Law: Element 10: Suspension and Expulsion Procedures

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent, guardian, or educational rights holder of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, and other documents and related information.  
Education Code Section 47605(c)(5)(J).*

This suspension and expulsion policy has been established in order to promote learning and protect the safety and wellbeing of all students at REALMS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as REALMS' policy and procedures for student suspension and expulsion. In creating this policy, REALMS has reviewed Education Code Sections 48900 *et seq.*, which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. REALMS' proposed list of offenses are those for non-charter public schools included in Education Code Sections 48900 *et seq.*, and REALMS believes such list provides adequate safety for students, staff and visitors at the school and serves the best interests of REALMS' students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. REALMS administration shall ensure that students and their parents/guardians<sup>10</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom REALMS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and

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<sup>10</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

state law mandates additional or different procedures. REALMS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom REALMS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

No student shall be involuntarily removed by REALMS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform them of the right to initiate the expulsion procedures described below before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the expulsion procedures described below, the student shall remain enrolled and shall not be removed until REALMS Board of Directors issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at REALMS or at any other school, or 3) a REALMS-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses**

REALMS' list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

#### **Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Superintendent or designee.



The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Superintendent or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### Notice to Parents/Guardians

At the time of suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time when the student may return following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when REALMS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fail to attend the conference. This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

#### Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the work that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a work assignment that is requested pursuant to Section 47606.2(a) and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **Authority to Expel**

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral Hearing Officer or Administrative Panel to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the Board upon the recommendation of either neutral Hearing Officer or panel ("Administrative Panel") appointed by the Superintendent following a hearing before it. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student or a Board member of REALMS Board of Directors. The REALMS Board shall make the final determination regarding the expulsion of any student found to have committed an expellable offense. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Superintendent or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA").)

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of REALMS' disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at REALMS to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing; and
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Hearing Officer or Administrative Panel may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. REALMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School C.E.O., who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, REALMS must present evidence that the witness' presence is both desired by the witness and will be helpful to REALMS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Superintendent or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Superintendent or Administrative Panel shall be in the form of written findings of fact and a written recommendation to REALMS Board of Directors who will make a final determination regarding the expulsion. The final decision by REALMS Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of REALMS Board of Directors is final.

If the Superintendent or Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The REALMS Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Superintendent. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Superintendent may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Superintendent revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The REALMS Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs.

### **Written Notice to Expel**

The Superintendent or designee following a decision of REALMS Board of Directors to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with REALMS.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

### **Disciplinary Records**

REALMS shall maintain records of all student suspensions and expulsions at REALMS. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

### **Right to Appeal**

The student shall have a right to appeal REALMS Board of Directors' decision to expel to the Kern County Board of Education in accordance with Education Code Sections 48919-48924.

### **Expelled Students/Alternative Education**

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available including, but not limited to, programs within the County or their school district of residence.

### **Rehabilitation Plans**

Students who are expelled from REALMS shall be given a rehabilitation plan upon expulsion as developed by REALMS Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to REALMS for readmission.

### **Readmission**

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of REALMS Board of Directors

following a meeting with the Superintendent and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent shall make a recommendation to the REALMS Board following the meeting regarding their determination. The charter school shall allow an appeal right to the County Board of Education in accordance with Education Code Sections 48915-48924. The readmission process shall align with that used by the Sierra Sands Unified School District and no student shall be denied readmission unless the Charter School does not have space available.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### **Notification of SELPA**

REALMS shall immediately notify the SELPA regarding any student with a disability or student whom REALMS would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

#### **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, REALMS, the parent/guardian, and relevant members of the IEP team/504 team shall review all relevant information in the student's file, including the student's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:



- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

If REALMS, the parent, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If REALMS, the parent, and relevant members of the IEP team/Section 504 team make the determination that the conduct was a manifestation of the student's disability, the IEP team/Section 504 team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that REALMS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and
- Return the student to the placement from which the student was removed, unless the parent/guardian and REALMS agree to a change of placement as part of the modification of the behavioral intervention plan.

If REALMS, the parent/guardian and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 Plan, then REALMS may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or REALMS believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or REALMS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and REALMS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School

believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

### Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team/Section 504 team.

### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities under the IDEA and who has violated REALMS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if REALMS had knowledge that the student was disabled before the behavior occurred.

REALMS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the student.

- The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other Charter School supervisory personnel.

If REALMS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If REALMS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. REALMS shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the educational placement determined by REALMS pending the results of the evaluation. REALMS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **ELEMENT ELEVEN RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

All employees of Ridgecrest Charter School who qualify for membership in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS") shall be covered under the appropriate system, as determined by credential status. Non-credentialed employees will contribute to PERS and federal social security. Employees will contribute at the rate established by STRS or PERS. The fiscal analyst of REALMS will ensure that appropriate arrangements for the coverage have been made. Ridgecrest Charter School will make all employer contributions as required. Ridgecrest Charter School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## **ELEMENT TWELVE**

### **PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **ELEMENT THIRTEEN EMPLOYEE RETURN RIGHTS**

*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at Ridgecrest Elementary Academy for Language, Music, and Science. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district may be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **ELEMENT FOURTEEN DISPUTE RESOLUTION PROCEDURE**

Governing Law:

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).*

The Charter School and the Authorizer (collectively referred to as the “parties” for purposes of these dispute resolution procedures) agree to attempt to resolve all disputes, controversies or claims arising out of or relating to this charter, except any controversy or claim that in any way relates to the revocation of this charter, pursuant to the terms of this section. The parties will refrain from public commentary regarding such disputes, controversies or claims until the matter has progressed through the dispute resolution process, unless otherwise required by law.

Any disputes between the Authorizer and the Charter School over the terms of the charter shall be resolved as follows:

1. The dispute shall be identified in writing by the administrator of the Charter School and the staff member designated by the Authorizer pursuant to Education Code Section 47604.32(a). This notice shall be provided within 15 calendar days of when the party either knew or should have known of the possible dispute unless there are extenuating circumstances. In an emergency, where oral notice precedes written notice, the oral notice shall be immediately followed by written notice. These designated individuals will meet in a good faith attempt to resolve the dispute. Failure of the Charter School representative to participate in efforts to resolve the dispute shall be grounds for revocation of the charter.
2. If a resolution is reached, a written description of that resolution shall be drafted and signed and preserved as guidance for future action.
3. If the dispute is not resolved by the meeting described above, the parties may elect to mediate the dispute by mutually agreeing on a mediator. The first opportunity for striking the choice of mediator shall be determined by lot. The parties shall alternately strike until one name remains. Within 10 calendar days of appointment or otherwise mutually agreed, the parties shall meet to attempt to resolve the dispute. In the event the parties agree to attempt to resolve the dispute in mediation, the mediator’s fees shall be split equally between the Authorizer and the Charter School, unless otherwise agreed. Any agreements reached shall be written and preserved as guidance for future action.
4. If the dispute is not resolved by the meeting or by mediation, the matter shall be referred to the Authorizer’s Board at its next regularly scheduled meeting. The Authorizer’s Board shall make a final decision regarding the dispute, provided that the Charter School may seek judicial review of the Authorizer’s Board’s decision in a court of competent jurisdiction.

5. Notwithstanding the above, nothing in this dispute resolution process shall prevent or delay the Authorizer from exercising and discharging any power or duty authorized by law with respect to oversight of the charter including, but not limited to, the right to revoke the charter as authorized by law.
6. Nothing in this section shall be interpreted as a waiver by the Charter School of any available legal rights or recourse in response to action by the Authorizer.
7. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.



## **ELEMENT FIFTEEN CLOSURE PROCEDURES**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

Closure of the Charter School will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Authorizer (the Kern County Office of Education), the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the FERPA. The Charter School will ask the Authorizer to store original records of Charter School students. All student records of the Charter School shall be transferred to the Authorizer upon Charter School closure. If the Authorizer will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the Authorizer or Authorizer property will be promptly returned upon Charter School closure to the Authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendices 14-16, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS PROVISIONS

### **Budget and Financial Reporting**

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

Attached, as Appendices 14-16, please find the following documents:

- Budget narrative
- A projected budget
- Budget assumptions
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer or required by the MOU with the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, California Department of Education and County Superintendent of Schools;
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31; and
5. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

**Administrative Services**

*Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

REALMS will contract for accounting, budgeting, payroll, and independent audit services with a school district, the County Office of Education, or a commercial firm with charter school experience. REALMS will provide for fiscal and business management service functions either through in-house staff or through an outside service provider.

REALMS may, where permitted, contract with the Authorizer for goods or services which the Authorizer, at its discretion, may choose to make available. Such contracts, however, shall not be construed to negate the operational independence of the Charter School from the Authorizer.

**Facilities**

*Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

Ridgecrest Charter School under the RCS Facilities LLC owns and holds title to the Charter School's property that includes all of the Charter School's facilities.

Ridgecrest Elementary Academy for Language, Music, and Science's facility will be located at 325 South Downs in Ridgecrest, CA. It is a prior school site, with portable classrooms added along with 2 playground areas, landscaping, a perimeter fence, music rooms, cafeteria and a library.

The following table represents the projected classroom distribution by grade level:

Class Size Distribution – Number of Classrooms By Average Enrollment	
	2025-2026

Grade	1-24	1-30
TK	2	0
K	0	2
1	0	2
2	0	2
3	0	2
4	0	1
5	0	1
6	0	1

**Insurance and Safety Policy**

Ridgecrest Elementary Academy Charter School for Language, Music, and Science will acquire and maintain, as necessary, general liability, student accident insurance, automotive liability, errors and omissions, property, workers' compensation, and unemployment insurance policies through its own insurance program or through agencies recommended by the Authorizer. If separate insurance is procured, coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the Authorizer.

**Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

The Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the Authorizer, wherein the Charter School shall indemnify the Authorizer for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



- 29-2 Teacher Work Week**  
**5 First Day of Instruction**  
 16 Staff Development, Early Release 12:15  
 30 Staff Development, Early Release 12:15

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

20

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17

- 1-7 Continue Winter Break**  
 17 Staff Development, Early Release 12:15  
**20 MLK Jr Birthday**  
 31 Staff Professional Development, Early Release 12:15

- 2 Labor Day**  
 13 Staff Development, Early Release 12:15  
**20 In Service Day Non School Day**  
 27 Staff Development, Early Release 12:15

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

18

- 14 Lincoln's Birthday**  
**17 Washington's Birthday**  
**24 End of 2nd Trimester**  
 24-27 Parent/Teacher Conferences- Early Release 12:15  
 28 Staff Development, Early Release 12:15

- 11 Staff Professional Development, Early Release 12:15  
**14 Columbus Day**  
**23 In Service Day Non School Day**  
 25 Staff Professional Development, Early Release 12:15  
**31 End of 1st Trimester**

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20

- 14 Staff Development, Early Release 12:15  
 28 Staff Development, Early Release 12:15  
**31-4 Spring Break**

- 8 Staff Development, Early Release 12:15  
 4-7 Parent/Teacher Conferences-Early Release 12:15  
**11 No School Veterans Day**  
 22 Staff Development, Early Release 12:15

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17

- 1-4 Continue Spring Break**  
 11 Staff Development, Early Release 12:15  
**18 In Lieu of Admissions Day**  
 25 Staff Development, Early Release 12:15

- 6 Staff Development, Early Release 12:15  
**20-7 Winter Break**

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

14

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19

- 9 Staff Development, Early Release 12:15  
 23 Staff Development, Early Release 12:15  
**26 Memorial Day**  
**28 Last Day of Instruction**



325 S. Downs Avenue Ridgecrest, CA 93555-4531  
 Phone (760) 375.1010 Fax (760) 375.7766 Website [www.rcrealms.org](http://www.rcrealms.org)

**2024-2025  
 REGULAR BELL SCHEDULE**

<b>Transitional Kindergarten/Kindergarten/Grade 1</b>			
<b>Regular Day Schedule (Monday-Friday)</b>			
8:00	9:30		90
9:30	9:45	Break	15
9:45	11:30		105
11:30	12:15	Lunch	45
12:15	3:00		165

**Total Minutes: 420  
 Total Instructional Minutes: 360**

<b>Grades 2 to 3</b>			
<b>Regular Day Schedule (Monday-Friday)</b>			
8:00	9:45		105
9:45	10:00	Break	15
10:00	12:00		120
12:00	12:45	Lunch	45
12:45	3:00		135

**Total Minutes: 420  
 Total Instructional Minutes: 360**

<b>Grades 4 to 6</b>			
<b>Regular Day Schedule (Monday-Friday)</b>			
8:00	10:00		120
10:00	10:15	Break	15
10:15	12:30		135
12:30	1:15	Lunch	45
1:15	3:00		105

**Total Minutes: 420  
 Total Instructional Minutes: 360**





325 S. Downs Avenue Ridgecrest, CA 93555-4531  
 Phone (760) 375.1010 Fax (760) 375.7766 Website [www.rcrealms.org](http://www.rcrealms.org)

**2024-2025  
 MINIMUM DAY BELL SCHEDULE**

<b>Transitional Kindergarten/Kindergarten/Grade 1</b>			
<b>Minimum Day Schedule (Monday-Friday)</b>			
8:00	9:30		90
9:30	9:45	Break	15
9:45	11:00		75
11:00	11:30	Lunch	30
11:30	12:15		45

**Total Minutes: 255  
 Total Instructional Minutes: 210**

<b>Grades 2 to 3</b>			
<b>Minimum Day Schedule (Monday-Friday)</b>			
8:00	9:45		105
9:45	10:00	Break	15
10:00	11:20		80
11:20	11:50	Lunch	30
11:50	12:15		25

**Total Minutes: 255  
 Total Instructional Minutes: 210**

<b>Grades 4 to 6</b>			
<b>Minimum Day Schedule (Mondays-Fridays)</b>			
8:00	10:00		120
10:00	10:15	Break	15
10:15	11:40		85
11:40	12:10	Lunch	30
12:10	12:15		5

**Total Minutes: 255  
 Total Instructional Minutes: 210**

<b>Mc Graw Hill - Wonders</b>
Anthologies
Reading / Writing Workshop
Close Reading Companion
Teachers addition
Online access for teachers
<b>Pearson - Envision Math</b>
Textbooks
Reteaching and Practice WkBk
Teachers addition
Online access for teachers
<b>Savas - Social Studies</b>
My World textbook
My world notebook
Online access for teachers
<b>National Geographic</b>
Textbook

<b>WBK Notebook Companion</b>
<b>Teachers addition</b>
<b>Online access for teachers</b>
<b>Spanish - Vista</b>
<b>ELD - Launch to Literacy</b>

## 2024-25 Weekly Collaboration Schedule

Weekday	Monday	Tuesday	Wednesday	Thursday	Flex-Fridays
Time allotted	45 minutes weekly	45 minutes weekly	45 minutes weekly	45 minutes weekly	12:30-4:00 Professional Learning Opportunities-1x monthly Staff & Committee Meetings 1x monthly
Meeting Times	7:00-7:45 a.m. or 3:15-4:00 p.m.	7:00-7:45 a.m. or 3:15-4:00 p.m.	7:00-7:45 a.m. or 3:15-4:00 p.m.	7:00-7:45 a.m. or 3:15-4:00 p.m.	
Optional Meeting Times				Other times as needed	
Activity	PLCs-analyzing student data from KIDS, NWEA, CAASPP, iReady Agenda and report of work accomplished	Coaching-observations done during the school day on Mondays or Tuesdays with follow up meetings before or after school Class Observation Form	Lesson Planning-ELL and Differentiated Instruction Weekly Lesson Plans	SST/IEP/504 Meetings Agenda and report of work accomplished	Agenda and report of work accomplished PLO-participating staff will be determined by the training
Required Outcome					
Participants	TK/K	TK/K	TK/K	Participants vary	Credentialed and classified staff both participate in committee meetings Committees include: Facilities and Safety, PBIS, Curriculum and Instruction, Social
Participants	1st grade (2 classes)	1st grade (2 classes)	1st grade (2 classes)		
Participants	2nd grade (2 classes)	2nd grade (2 classes)	2nd grade (2 classes)		
Participants	3rd grade (2 classes)	3rd grade (2 classes)	3rd grade (2 classes)		
Participants	4-6 grade (3 classes)	4-6 grade (3 classes)	4-6 grade (3 classes)		



325 S. Downs, Ridgecrest, California 93555  
Phone (760) 375-1010 Fax (760) 375-7766

**MASTER AGREEMENT FOR SHORT TERM INDEPENDENT STUDY**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
ID Number \_\_\_\_\_ Teacher \_\_\_\_\_  
Birth date \_\_\_\_\_ Age \_\_\_\_\_  
E-Mail \_\_\_\_\_ Telephone \_\_\_\_\_  
Address \_\_\_\_\_  
Reason for Request \_\_\_\_\_  
Does the student receive Special Education Services?  Yes  No  
Have IEP modifications/accommodations been taken into consideration when listing assignments?  Yes  No  
First Date of Planned Absence \_\_\_\_\_ Last Date of Planned Absence \_\_\_\_\_ Total Days \_\_\_\_\_  
Return Date \_\_\_\_\_

**Method of Study:**

Specific methods of study will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the student will include but are not limited to:

- Independent Reading
- Drill & Practice
- Library Research
- Textbook Activities
- Experiential Learning
- Field Trips
- Problem Solving
- Computerized Curriculum
- Learning Center Courses
- Study Projects
- Internet Research
- Other: \_\_\_\_\_

**Method of Evaluation:**

Academic evaluations will be designated on the Student Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to:

- Teacher-made Tests
- Work Samples
- Learning Journals
- Finals
- Student Conferences
- Observations
- Presentations
- Other: \_\_\_\_\_
- Progress/Report Cards
- Portfolios
- Quizzes
- Chapter/Unit Tests
- State Standardized Testing
- Labs

**Resources:**

The school will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

**Board Policies:**

1. For pupils in all grade levels offered by the Charter School, short term independent study is available for students who may be absent for 1 or more school days. Maximum of days per year is 14 school days (EC sections 51744-51749.6).
2. For pupils in grades TK-3, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 1 week.
3. A pupil in grades TK-3 may miss 20% of assignments during any period of 1 week before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, when any pupil fails to complete 80% of assignments during any period of 1 week, the Administrator or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

**Objectives:**

The student will complete the courses listed below. All course objectives will be consistent with the established charter school's policies and are consistent with charter school standards, as outlined in the charter school's subject/course descriptions. Assignment Sheet and Attendance Record will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and is incorporated herein. The term "Course Value" ("CV") refers to the weeks of work the student will attempt.

**Course Credits or Other Measures of Academic Achievement to be Earned Upon Completion**

Category	Subject	CV	Achievements
English-Language Arts			
Mathematics			
Social Studies or Humanities			
Science			
<b>Total Equivalent Days Completed</b>			

**Conditions of the Independent Study Agreement**

1. The major objective for the duration of this agreement is to enable the student to keep current with the grade studies for the period covered by this agreement.
2. This agreement is to enable the student to successfully meet all applicable State Content Standards. With the support of the parent, guardian, or caregiver the student will submit all assignments on or before the due date.
3. **All the assigned work must be completed, maintained in order in the assignment folder, and returned the day the student returns or the designated day of return, whichever comes first.**
4. Assignments completed and submitted by due date will earn full academic credit. To receive full credit, all work in all subjects must be completed.
5. If the assigned work is not returned on time as explained above, the student will not receive credit. All parties agree that failure to complete this contract may result in the lowering of a grade and will require evaluation of whether or not the pupil may participate in future short term independent study contracts.
6. ALL work completed pursuant to this contract will be graded, and a copy will be kept in the records office.
7. **Failure to comply will void this short term independent study contract.**

**Voluntary Statement:**

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

**ALL OF THE FOLLOWING SIGNATURES ARE REQUIRED BEFORE THE STUDENT LEAVES.**

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian/Caregiver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Student Study Team Request & Modification History

Student Name \_\_\_\_\_

Grade/Teacher \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Phone Number: \_\_\_\_\_

Home Language \_\_\_\_\_

Describe  
Specific  
Concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe  
Student's  
Strengths:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Student Study Team Request & Modification History

BEHAVIOR INTERVENTIONS	ACADEMIC INTERVENTIONS	ATTENTION INTERVENTIONS	ENVIRONMENT INTERVENTIONS	TEACHING TECHNIQUES
<ul style="list-style-type: none"> <li><input type="checkbox"/> Team with another student</li> <li><input type="checkbox"/> Detention</li> <li><input type="checkbox"/> Reward for starting, continuing, or completing task</li> <li><input type="checkbox"/> Daily citizenship report</li> <li><input type="checkbox"/> Parent phone call</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Proximity and mobility</li> <li><input type="checkbox"/> Student conference</li> <li><input type="checkbox"/> Change seat</li> <li><input type="checkbox"/> Preferential seating in classroom</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Parent observe student in the classroom or school</li> <li><input type="checkbox"/> Refer to Restorative Justice</li> <li><input type="checkbox"/> Get auditory or visual attention before beginning lesson</li> <li><input type="checkbox"/> Use non-verbal signs to stop inappropriate behavior Assignment book contract</li> <li><input type="checkbox"/> Daily contract</li> <li><input type="checkbox"/> Weekly contract</li> <li><input type="checkbox"/> School contract</li> <li><input type="checkbox"/> Positive note sent home</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of CUME folder</li> <li><input type="checkbox"/> Informal testing</li> <li><input type="checkbox"/> Breakdown of tasks into small steps/content analysis</li> <li><input type="checkbox"/> Use different learning approaches: visual, auditory, multi-sensory, etc.</li> <li><input type="checkbox"/> Provide visual cues: emphasize symbols, illustrations, etc.</li> <li><input type="checkbox"/> Copying for visual motor reinforcement</li> <li><input type="checkbox"/> Use of concrete materials</li> <li><input type="checkbox"/> Use of media</li> <li><input type="checkbox"/> Provide auditory cues: read instructions individually, tape record directions, etc.</li> <li><input type="checkbox"/> Teach to student's strength</li> <li><input type="checkbox"/> Teacher circulates around room</li> <li><input type="checkbox"/> Limit # of oral instructions</li> <li><input type="checkbox"/> Vary volume of voice</li> <li><input type="checkbox"/> Use eye contact</li> <li><input type="checkbox"/> List assignments and/or instructions on board</li> <li><input type="checkbox"/> Clarification of instructions</li> <li><input type="checkbox"/> Differentiate for diverse needs</li> <li><input type="checkbox"/> Teacher tutoring after school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforcement for starting, continuing, or completing task</li> <li><input type="checkbox"/> Use of timer</li> <li><input type="checkbox"/> Positive notes sent home</li> <li><input type="checkbox"/> Classroom performance contract</li> <li><input type="checkbox"/> Provide routine schedule</li> <li><input type="checkbox"/> Frequent assignments/ activities of short duration.</li> <li><input type="checkbox"/> Frequent breaks in routine/release tension</li> <li><input type="checkbox"/> Refocus by tap on shoulder, or desk, soft name call or other signal</li> <li><input type="checkbox"/> Get auditory &amp; visual attention before beginning lesson</li> <li><input type="checkbox"/> Use non-verbal signals to stop inappropriate behavior signals in advance</li> <li><input type="checkbox"/> Provide necessary materials to aid the unorganized child</li> <li><input type="checkbox"/> Specify time expectations/ specify what to do upon completion/how to get help if needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study carrels</li> <li><input type="checkbox"/> Change of seating arrangement</li> <li><input type="checkbox"/> Reduce distractions</li> <li><input type="checkbox"/> Special seating area</li> <li><input type="checkbox"/> Change of cooperative groups</li> <li><input type="checkbox"/> Class change</li> <li><input type="checkbox"/> Schedule change</li> <li><input type="checkbox"/> Change groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use eye contact</li> <li><input type="checkbox"/> Vary voice volume</li> <li><input type="checkbox"/> Teacher circulates around room.</li> <li><input type="checkbox"/> Repeat instructions differently</li> <li><input type="checkbox"/> Use visual aids in giving instructions. (Overhead and board)</li> <li><input type="checkbox"/> Teach study skills</li> <li><input type="checkbox"/> Explicit Direct Instruction and Checking for Understanding</li> <li><input type="checkbox"/> Alternative lesson delivery</li> </ul>





# Student Study Team Request & Modification History

**Current Academic Levels** (% in grade book and NWEA scores):

ELA \_\_\_\_\_

Math \_\_\_\_\_

NWEA  
ELA \_\_\_\_\_

NWEA  
Math \_\_\_\_\_

NWEA  
Language \_\_\_\_\_

**Attendance:** Days attended this year \_\_\_\_\_ / Days enrolled this year = \_\_\_\_\_ %  
 Number of excused absences \_\_\_\_\_

**Behavior Regularly Displayed:** (check all that apply)

<input type="checkbox"/> Hyperactivity	<input type="checkbox"/> Insecurity	<input type="checkbox"/> Aggressiveness	<input type="checkbox"/> Frustration
<input type="checkbox"/> Apathy	<input type="checkbox"/> Show-off	<input type="checkbox"/> Defiance	<input type="checkbox"/> Tries hard
<input type="checkbox"/> Dependability	<input type="checkbox"/> Chewing	<input type="checkbox"/> Destructiveness	<input type="checkbox"/> Day Dreams
<input type="checkbox"/> Crying	<input type="checkbox"/> Tantrums	<input type="checkbox"/> Moodiness	<input type="checkbox"/> Stealing
<input type="checkbox"/> Bad Language	<input type="checkbox"/> Cheerfulness	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Explosive reactions
<input type="checkbox"/> Anxiety	<input type="checkbox"/> Indifference	<input type="checkbox"/> Withdrawal	<input type="checkbox"/> Fearfulness
Other: _____			
_____			

Who discussed concerns with the parent? \_\_\_\_\_

Contact Person	Contact Dates	Method (phone, email, in person)

Referred by: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_



# Student Study Team Request & Modification History

<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive reinforcement of appropriate responses</li> <li><input type="checkbox"/> Removal from classroom: --to another classroom --to an administrator</li> <li><input type="checkbox"/> Reduced day</li> <li><input type="checkbox"/> SST</li> <li><input type="checkbox"/> IEP behavior plan addendum</li> <li><input type="checkbox"/> PBIS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent help (at home or school)</li> <li><input type="checkbox"/> Peer/cross-age tutoring</li> <li><input type="checkbox"/> Teach study skills</li> <li><input type="checkbox"/> Reinforcement of correct responses immediately</li> <li><input type="checkbox"/> Use of tutors</li> <li><input type="checkbox"/> Small group instruction --Universal Access</li> <li><input type="checkbox"/> Modify/shorten assignments</li> <li><input type="checkbox"/> Extend time to complete assignment</li> <li><input type="checkbox"/> Assignment book contract</li> <li><input type="checkbox"/> Remedial intervention</li> <li><input type="checkbox"/> 1 to 1 teacher time</li> <li><input type="checkbox"/> Parent conference</li> <li><input type="checkbox"/> Explicit Direct Instruction and Checking for Understanding</li> </ul>			
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RSST-3





**PROFESSIONAL DEVELOPMENT  
2024-2025**

***Concentration = PLC, PBIS, and Thinking Maps***

Monday, July 29, 2024	Professional Learning Communities (PLC) Training by KCSOS - 3 hrs
Tuesday, July 30, 2024	Positive Behavior Interventions and Supports - 30 min. Workplace Violence Prevention Plan Training - 1 hr KIDS Training - 2 hrs
Wednesday, July 31, 2024	SIPPS Training - 1 hr DIBELS Training - 30 min PLC Training Part Two - 3 hrs
Thursday, August 1, 2024	Aeries Training - 3 hrs SIPPS Training - 1 hr
Friday, August 2, 2024	Project Lead the Way (PLTW) Training - 6 hrs
Friday, August 23, 2024	PBIS Presentation
Friday, Sept. 13, 2024	Teacher's observe another classroom / school off campus
Friday, Sept. 20, 2024	PLTW Inservice (6 hrs)
Friday, Sept. 27, 2024	PLTW Inservice (3hrs)

**Future professional development**

TBD	PLC Inservice - 2 hrs
TBD	PBIS - KCSOS - 6 hrs
Friday, Feb. 28, 2025	PLC Inservice - 2 hrs

**Thinking Maps Professional Development with KCSOS (Denise Gentry)**

Wednesday, Nov. 20, 2024	Thinking Maps - 8 hours
Wednesday, Dec. 18, 2024	Thinking Maps - 8 hours
Thursday, Feb. 6, 2025	Thinking Maps
Monday, March 10, 2025	Thinking Maps
Tuesday, March 11, 2025	Thinking Maps
Monday, March 24, 2025	Thinking Maps
Tuesday, March 25, 2025	Thinking Maps
Monday, March 24, 2025	Thinking Maps
Tuesday, March 25, 2025	Thinking Maps

**Teacher Mentoring / Coaching Program**

Push into classes - 4 hrs per month plus:

Friday, Nov. 22, 2024	Mentoring 2 hours
Friday, Jan. 31, 2025	Mentoring 2 hours
Friday, Feb. 28, 2025	Mentoring 2 hours
Friday, March 28, 2025	Mentoring 2 hours
Friday, April 25, 2025	Mentoring 2 hours

**Music Inservice**

Saturday, Sept. 14, 2024	Bakersfield	8 hours
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**Continuing**

Ongoing Aeries training

**BYLAWS OF RIDGECREST CHARTER SCHOOL  
(A California nonprofit public benefit corporation)**

**I. MEMBERSHIP; GENERAL AND SPECIFIC PURPOSES; LIMITATIONS:  
DEDICATION OF ASSETS**

**A. General and Specific Purposes**

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. This corporation is organized exclusively for educational purposes within the meaning of Internal Revenue Code section 501 (c) (3) or the corresponding provision of any future United States internal revenue law. Despite any other provisions in these bylaws, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purpose of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Internal Revenue Code section 501 (c) (3) or the corresponding provision of any future United States internal revenue law; or (b) a corporation, contributions to which are deductible under Internal Revenue Code section 170 (c) (2) or the corresponding provision of any future United States internal revenue law. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**B. Members**

The corporation shall have no voting members within the meaning of the nonprofit corporation law. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Trustees") of RCS.

Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter "Board").

**C. Dedication of Assets**

This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **II. BOARD OF TRUSTEES**

### **A. Powers**

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. Appoint and remove, at the discretion of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another, cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal.

### **B. Number of Trustees**

The number of Trustees of the corporation shall be no less than five (5) and no more than seven (7). The Board may fix the number of Trustees by Board resolution or amendment of the Bylaws.

The corporation will strive to compose a Board that includes a city community member, a member appointed by staff election, and three school community members (including the parent or guardian of currently enrolled students). All members, excluding the charter authorizer designated representative, shall be subject to an election process as outlined in Section II.C. and none shall be employed by the School or receive any direct or indirect financial benefit from relationships with the School. One member shall be held aside for charter authorizer appointment. Per Education Code 47604(b), the charter authorizer may designate a voting representative to the Board at the discretion of the authorizer.

**C. Nomination, Election of Trustees & Terms of Office**

1. Nomination and Election Process.

Not less than sixty (60) days prior to April 30th, the Board Chair shall appoint a Nominating Committee of not more than five (5) members consisting of at least one (1) Trustee, at least one (1) staff member, and at least one (1) parent or guardian of a current RCS student. It shall be the duty of the Committee to return a list of nominees for election to the Board according to eligibility guidelines listed in Section C.2. Eligible individuals may also self-nominate, subject to applicable deadlines, and will be included on the list of nominees. A ballot with all eligible candidates will be prepared and distributed.

The Board of Trustees elections shall be held in May, beginning on the first Monday in May of each year. All current Ridgecrest Charter School staff members shall first vote for the staff-elected Trustee from the list of current board members as well as the list of nominees for the open positions on the board. The staff-elected Trustee shall be elected by majority vote and if they were not a current board member, their name shall be removed from the ballot prior to the school community election and the number of Trustee vacancies shall be reduced by one.

Thereafter, ballots shall be distributed to each school community member. Each school community member is entitled to submit one ballot. School community members include each parent and/or legal guardian of children currently enrolled in Ridgecrest Charter School (not to exceed a total of two ballots per family). The number of nominees equal to the number of upcoming Trustee vacancies who receive the majority of the votes will be considered the elected Trustees.

2. Eligibility. The electing bodies (staff and school community members) may elect any person who in their discretion they believe will serve the interests of the corporation faithfully and effectively. Candidates must accept nomination or be self-nominated to be placed on any ballot.

3. Interested Persons. No Trustees serving on the Board may be interested persons. An "interested person" is:

a. Any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; or

b. Any sister, brother, ancestor, descendant, spouse, sister-in-law,

brother-in-law, daughter-in-law, son-in-law, mother-in-law , father-in-law, common law, domestic partner, or any persons or persons of common personal financial interests of any such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

- c. Any Presiding Trustee that becomes or endeavors to become, an interested person, be it intentional or otherwise, is in violation of Ridgecrest Charter School Bylaws Section II, item C-2: Eligibility, and must resign their post to remedy the conflict of interest. If resignation does not occur in a timely fashion the Board may act appropriately under Section II, item D of the RCS Bylaws.

4. Term of Office.

- a. The term of office of all members of the Board of Trustees, excluding the charter authorizer designated representative, shall be two (2) years.
- b. Terms shall be staggered to ensure continuity. Two terms will end on June 30 of the even calendar years and three terms will end on June 30 of the odd calendar years.
- c. No Trustee may serve for more than three consecutive terms of service (for a total of no more than six (6) consecutive years).
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
- e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

**D. Removal of Trustees**

Any Trustee may be removed, with or without cause, by the vote of the majority of the remaining Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal in question are given in compliance with the provisions of the Ralph M. Brown Act [Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code]. Any vacancy caused by the removal of a Trustee shall be filled as provided in Section F.

The electing bodies shall also reserve the right to recall any Trustee at its discretion by majority vote following the submission to the Board of a majority signed petition (signed by either a majority of the staff for the staff-elected Trustee, or a majority of the



parents/guardians of currently enrolled students for all other Trustees).

#### **E. Resignation by Trustee**

A Trustee may resign by giving signed written notice to the Board Chair or Board President or Secretary. The resignation becomes effective when given, and/or at any later date specified in the written notice of resignation. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs, without first giving notice to the California Attorney General.

#### **F. Vacancies**

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

When a vacancy occurs, a nominating committee shall be appointed as specified in Section C.1. The committee shall select a nominee for proposal to the remaining Trustees. Vacancies on the Board of Trustees may be filled by vote of the Board of Trustees, or, if the number of Trustees then in office is less than a quorum, by (1) the affirmative vote of a majority of the Trustees then in office at a meeting held according to notice complying with Corporations Code Section 6211, or (2) a sole remaining Trustee.

#### **G. Compensation of Trustees**

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting corporation business.

### **III. PRINCIPAL OFFICE**

The corporation's principal office shall be at 325 South Downs Street, Ridgecrest, California, 93555, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

### **IV. MEETINGS OF THE BOARD**

All meetings of the Board shall be called, held, and conducted in accordance with the terms and conditions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

#### **A. Place of Meetings**

Meetings shall be held at the principal office of the Corporation. The Board of Trustees

may designate that a meeting be held at any place within the Charter School's jurisdiction that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq, as said chapter may be modified by subsequent legislation.

**B. Annual Meetings**

An Annual Meeting shall be held in July of each year for the purpose of swearing in Trustees, electing board positions, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

**C. Regular Meetings**

Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

**D. Special Meetings**

Special meetings of the Board for any purpose may be called at any time by the Chair of the Board or a majority of the Board of Trustees. The party calling a special meeting shall determine the place, date, and time thereof.

**E. Adjournment**

A majority of the Trustees present at a meeting may adjourn the meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

**F. Notices**

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings: At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

2. Special Meetings. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after at least twenty-four (24) hours' notice is given to each Trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:
  - a. Any such notice shall be addressed or delivered to each Trustee at the Trustee's email or physical address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.
  - b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
  - c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

## **V. ACTION BY THE BOARD**

### **A. Quorum**

A majority of the voting Trustees then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Trustees. Should there be less than a majority of the Trustees present at any meeting, no quorum exists and a meeting will not be held. Voting Trustees may not vote by proxy.

### **B. Action by the Board**

1. Actions Taken at Board Meetings. The actions done and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and

delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or as set out in these Bylaws.

2. Board Meeting by Conference Telephone. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
  - a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
  - b. All votes taken during a teleconference meeting shall be by roll call;
  - c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
  - e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
  - f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

### C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

---

<sup>1</sup> Members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. The election of Trustees.
  - b. Filling vacancies on the Board or any committee which has the authority of the Board.
  - c. The fixing of Trustee compensation for serving on the Board or on any committee.
  - d. The amendment or repeal of any Board resolution.
  - e. The amendment or repeal of Bylaws or the adoption of new Bylaws.
  - f. The appointment of other committees of the Board, or the members of the committees.
  - g. The expenditure of corporate funds to support a nominee for Trustee.
  - h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Trustees has a material financial interest.
3. Procedures of Committees. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

**D. Standard of Care**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith, in a manner the Trustee believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, independent accountants or other persons as to

matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, as to matters within its designated authority provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

#### **E. Rights of Inspection**

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

#### **F. Participation in Discussions and Voting**

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except Trustees shall adhere to the provisions of the RCS Conflicts Code, these bylaws, and any Trustee shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

#### **G. Duty to Maintain Board Confidences**

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board. Moreover, the Trustee may be disciplined, including immediate dismissal, if Board information is disclosed without the Chair's prior approval.

## **VI. OFFICERS**

### **A. Officers**

The officers of the corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the

Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present and able, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

**B. Election, Eligibility and Terms of Office**

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Terms of Office. Each officer serves at the discretion of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**C. Removal and Resignation**

The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date as specified in the notice.

**VII. NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

**VIII. INDEMNIFICATION OF CORPORATE AGENTS**

To the fullest extent permitted by law, this corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

**IX. INSURANCE FOR CORPORATE AGENTS**

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the California Nonprofit Public Benefit Corporation Law.

**X. SELF-DEALING TRANSACTIONS**

**A. Contracts with Directors**

The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's Trustees



are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

**B. Contracts with Non-Trustee Designated Employees**

The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

**C. Loans to Trustees and Officers**

This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement for such expenses of the corporation.

**XI. OTHER PROVISIONS**

**A. Fiscal Year.**

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

**B. Execution of Instruments.**

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.**

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or RCS Executive Director.

**D. Construction and Definitions.**

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Corporation Law and the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest**

The corporation shall comply with the provisions of the California Corporations Code applicable to nonprofit public benefit corporations, as well as the Political Reform Act and Government Code Section 1090, as applicable to public charter schools pursuant to Education Code Section 47604.1.

**F. Interpretation of Charter**

Whenever any provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter and the Conflicts Code control.

**G. Compliance with Laws Governing Student Records**

The Board shall comply with all applicable provisions of the Family Education Rights and Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g.

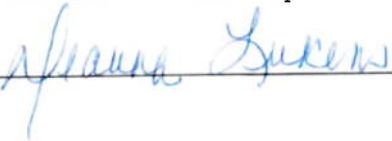
**XII. AMENDMENT**

The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Ridgecrest Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

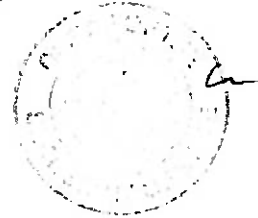
**Certificate of Secretary**

I certify that I am the duly elected and acting Secretary of Ridgecrest Charter School, a California nonprofit public benefit corporation; that these Bylaws, consisting of 15 pages, are the Bylaws of this corporation as adopted by the Board of Directors in 2001 and amended on 09 September 2020 and that these Bylaws have not been amended or modified since that most recent date.

Executed on 9th of September 2020, at Ridgecrest, California.

 \_\_\_\_\_ Deana Lukens, Secretary

# State of California



## SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 13 2001



*Bill Jones*

Secretary of State

2335376

**ENDORSED - FILED**  
In the office of the Secretary of State  
of the State of California

**MAR 1 2 2001**

**BILL JONES, Secretary of State**

**ARTICLES OF INCORPORATION**  
**OF**  
**RIDGECREST CHARTER SCHOOL**  
(A California Non-Profit Public Benefit Corporation)

**I.**

The name of the Corporation shall be: Ridgecrest Charter School.

**II.**

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Ridgecrest Charter School (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney  
7 Park Center Drive  
Sacramento, CA 95825

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

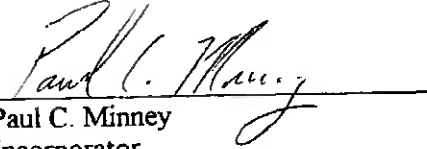
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-12-2001

  
Paul C. Minney  
Incorporator

# RIDGECREST CHARTER SCHOOL

## CONFLICT OF INTEREST CODE

### I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Ridgecrest Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Ridgecrest Charter School ("Charter School"), as specifically required by California Government Code Section 87300.

### II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

### IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with and retained by the Charter School. The Charter School's filing officer shall maintain all Statements and make them available for public inspection and reproduction upon request (Government Code Section 81008).

**EXHIBIT B**

**Disclosure Categories**

**Category 1 Reporting:**

Designated positions assigned to this category must report:

- A. Interests in real property which is located in whole or in part within a two mile radius:
  - a. of any school district that has authorized a Ridgecrest Charter School charter school, or
  - b. of any facility utilized by Ridgecrest Charter School charter schools, or
  - c. of a proposed site for a Ridgecrest Charter School facility.
  
- B. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

**Category 2 Reporting:**

Designated positions assigned to this category must report:

- A. Investments and business positions in business entities and sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by Ridgecrest Charter School.

**Category 3 Reporting:**

Designated positions assigned to this category must report:

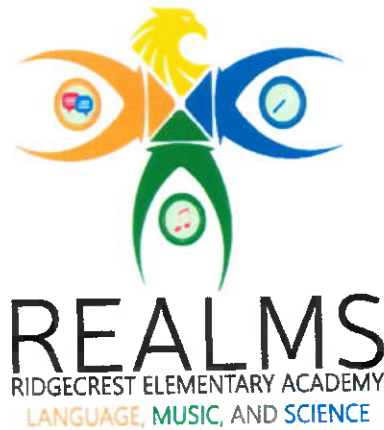
- A. Investments and business positions in business entities and sources of income (including gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

Approved: September 9, 2020

Approved Revision: November 29, 2022



# **Ridgecrest Elementary Academy for Language, Music, and Science**



## **Employee Handbook 2024-2025**

**325 South Downs Street  
Ridgecrest, CA 93555  
Phone: (760) 375-1010  
Fax: (760) 375-7766**

**ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK**

***PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SUPERINTENDENT.***

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Governing Board, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will: only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please print name/sign/date, tear out, and return to the School.  
Retain this Handbook for your reference.**

## **Expectations for REALMS Staff**

1. Be self-sufficient.
2. Be a team player.
3. Contribute to a positive school culture.
4. Be accountable for your performance.
5. Be willing to learn, grow, and try new things.

Employee Name: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Please print name/sign/date, tear out, and return to the School.  
Retain this Handbook for your reference.**

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## INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Ridgecrest Elementary Academy for Language, Music, and Science (hereinafter referred to as "REALMS" or the "School"). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that REALMS is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. REALMS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies REALMS policy. Any such modification *must* be in writing.

This Handbook is the property of the REALMS, and it is intended for personal use and reference by employees of the REALMS. Circulation of this Handbook outside of the REALMS requires the prior written approval of the Superintendent.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Superintendent. This will provide the School with a record that each employee has received this Handbook.

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

REALMS is an equal opportunity employer. It is the policy of REALMS to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken) and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law;
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act "FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties

the disability impairs. REALMS will conduct an investigation to identify the barriers that interfere

with the equal opportunity of the applicant or employee to perform his or her job. REALMS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, REALMS will make the accommodation.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of REALMS that all employees are considered "at-will" employees of REALMS. Accordingly, either REALMS or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, REALMS memoranda or other materials provided to employees in connection with their employment shall require REALMS to have "cause" to terminate an employee or otherwise restrict REALMS right to release an employee from their at-will employment with REALMS. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict REALMS right to terminate at-will. No School representative, other than the Board or Superintendent or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with REALMS that are not consistent with the REALMS policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

### **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty- six (36) hours of receiving the information concerning the incident.

REALMS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.



By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions. The phone number for the Ridgecrest office of the Kern County Department of Human Services Child Abuse Hotline is (760) 375-6049. Mandated reporter forms can be found at:

[https://www.co.kern.ca.us/dhs/ChildWelfareServices/child\\_abuse\\_reporting.html](https://www.co.kern.ca.us/dhs/ChildWelfareServices/child_abuse_reporting.html)

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at REALMS will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise REALMS commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at REALMS include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with REALMS, the employee must immediately report as much to the Superintendent.

### **Tuberculosis Testing**

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with REALMS and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with REALMS students.

### **Immigration Compliance**

REALMS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, REALMS will not check the employment authorization status of current employees or applicants who were not offered positions with REALMS unless required to do so by law.

REALMS shall not discharge an employee or in any manner discriminate, retaliate, or take any

adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, REALMS shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

### **Professional Boundaries: Staff/Student Interaction Policy**

REALMS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to provide the safest and most learning-conducive environment possible.

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of REALMS personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise

causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all REALMS faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list: Unacceptable

### Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.

- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

#### Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

#### Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Superintendent. about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or

coworkers.

- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

REALMS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. REALMS policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

REALMS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the REALMS does business). Supervisors and managers are to report any complaints of unlawful harassment to the Superintendent or designee.

When REALMS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Superintendent.) or the Superintendent or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. REALMS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

REALMS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form." Complaints that fall within the scope of Title IX will be investigated in accordance with the School's Title IX Policy and Procedures.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

- o Rape, sexual battery, molestation or attempts to commit these assaults and
- o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate REALMS policy.

### **Whistleblower Policy**

REALMS requires its Superintendent, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within REALMS. As representatives of REALMS, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that REALMS has a governance and accountability

structure that supports its mission, and to encourage and enable Superintendent, officers, employees, and volunteers of REALMS to raise serious concerns about the occurrence of illegal or unethical actions within REALMS before turning to outside parties for resolution.

All Superintendent, officers, employees, and volunteers of REALMS have a responsibility to report any action or suspected action taken within REALMS that is illegal, unethical or violates any adopted policy of REALMS, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to REALMS or any individual at REALMS and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who REALMS believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug and Alcohol Free Workplace**

REALMS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other REALMS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any REALMS premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. All personnel information that is obtained by an employee shall be treated with confidentiality, and access to employee files shall be limited to those who have a school-related reason for access. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Superintendent, or the Governing Board, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, REALMS may take whatever corrective action appears

appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.



## **No Smoking**

REALMS is a smoke free facility. The use of electronic devices for smoking/vaping is also prohibited under this policy.

# **THE WORKPLACE**

## **Work Schedule**

Business hours are normally 7:30 a.m. – 4:30 p.m. Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

## **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and REALMS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## **Lactation Accommodation**

REALMS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

REALMS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## **Attendance and Tardiness**

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects REALMS ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Superintendent as soon as possible but no later than one (1) hour before the start of the workday. If an employee is

absent from work longer than one (1) day, he or she is expected to keep the Superintendent sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with REALMS. Absence for more than three (3) consecutive days without notifying the Superintendent will be considered a voluntary resignation from employment.

### **Timecards/Records**

By law, the School is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in/sign in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock/sign in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to clock/mark their timecard or makes an error on the timecard, the employee must contact their supervisor or the Superintendent to make the correction and such correction must be initiated by both the employee and their supervisor or the Superintendent.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours (or clock in/out for another employee) worked on another's timecard. Any employee, who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Use of Email, Voicemail and Internet Access**

REALMS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. REALMS staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. REALMS retains a copy of all passwords; passwords unknown to REALMS may not be used. System security features, including passwords and delete functions, do not neutralize REALMS ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or personal email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's REALMS email account.

### **Personal Business**

REALMS facilities for handling mail and telephone calls are designed to accommodate REALMS business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- REALMS equipment, including REALMS computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the REALMS;
- Employees may not use REALMS logos, trademarks and/or copyrighted material and are not authorized to speak on the REALMS behalf; inquiries should be directed to the school office
- Employees are not authorized to publish any confidential or proprietary information maintained by the REALMS;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing REALMS, the employee's supervisors, co-workers and competitors;
- Employees must comply with all REALMS policies, including, but not limited to, rules against unlawful harassment and retaliation.

REALMS reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

### **Personal Appearance/Standards of Dress**

REALMS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Slacks, jeans, and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee. Clothing must be clean and in good condition. Slits or tears in pants or other articles of clothing are not permitted
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices (exceptions would be for special class events for which a hat might be an accessory to said event). Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Superintendent.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Blue jeans are permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee. Modest slits in dresses or skirts should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear and jewelry must be safe and appropriate to the educational environment.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times. No flip flops or Crocs unless prior approval from Superintendent
- 9) Leggings and Jeggings are not permitted without a garment (skirt, dress or appropriate long shirt) over the top of the Leggings/Jeggings covering the employee's front and rear.

### **Health and Safety Policy**

REALMS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with REALMS General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Superintendent any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, REALMS will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Security Protocols**

REALMS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Superintendent. All employees must secure their

workspace at the end of each workday. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Superintendent when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

REALMS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every REALMS supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of REALMS that accident prevention shall be considered of primary importance in all phases of operation and administration. REALMS management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce REALMS safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on REALMS premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling the front office. In addition, all employees should know the local emergency numbers such as 911.

# **EMPLOYEE WAGES AND HEALTH BENEFITS**

## **Payroll Withholdings**

As required by law, REALMS shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by REALMS. Employees enrolled in STRS will not have Social Security withheld.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Superintendent to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Superintendent. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Superintendent and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, retirement and healthcare contributions, and total wages.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers

and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. REALMS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by their supervisor or the Superintendent. REALMS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight

(8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Paydays will be on the last day of each month for administrative and teaching staff. For classified staff, payday will be on the 15<sup>th</sup> of each month.

If an employee observes any error in his or her check, it should be reported immediately to the Superintendent.

### **Wage Attachments and Garnishments**

Under normal circumstances, REALMS will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require REALMS, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If REALMS is presented a second garnishment request concerning an employee, the Superintendent or the Superintendent will discuss the situation with the employee.

### **Medical Benefits**

#### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

#### When Coverage Starts



An employee's coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Employee enrollment forms must be submitted to the Superintendent or designee as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for the employee's coverage.

### **COBRA Benefits**

When coverage under REALMS medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the REALMS previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18)-month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

REALMS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying REALMS within thirty (30) days of the event. REALMS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the

end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- REALMS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

# **PERSONNEL EVALUATION AND RECORD KEEPING**

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by their supervisor or the Superintendent. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of REALMS and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Superintendent, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor and the Superintendent within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, their supervisor and the Superintendent will review employee job performance with an employee in order to establish goals for future performance and to discuss the employee's current performance. The REALMS evaluation system will in no way alter the at-will employment relationship.

## **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Superintendent advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable REALMS to contact employees should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. REALMS will restrict disclosure of employee personnel files to authorized individuals within REALMS. A request for information contained in the personnel file must be directed to the Superintendent. Only the Superintendent or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, REALMS will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not

credible, unsubstantiated or a determination was made that discipline was not warranted.

## **HOLIDAYS, VACATIONS AND LEAVES**

### **Holidays**

The REALMS calendar reflects any and all holidays observed by the School. Holidays are also outlined on individual employee contracts as well as available upon request.

### **Vacation**

While REALMS recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected vacation time will be taken when school is not in session.

Non-teaching employees working at least thirty (30) hours per month are entitled to vacation terms based upon date of hire, length of service and status with the School. Clerical staff shall accrue one (1) day of paid vacation for each month worked, beginning after six (6) months of service. For example, an employee regularly assigned to six (6) hours per day will earn six (6) hours of vacation per month, and an employee regularly assigned to eight (8) hours per day will earn eight (8) hours per month. Employees with five (5) to nine (9) years of service will accrue one and one-quarter (1.25) days of paid vacation for each month worked; employees with ten (10) to fourteen (14) years of service will accrue one and one-half (1.5) days of paid vacation for each month worked; and employees with fifteen (15) or more years of service will accrue one and three-quarters (1.75) days of paid vacation for each month worked.

Paid vacation time for administrators will be established in the administrator's employment contract. Instructional employees shall not earn vacation days. Employees working fewer than thirty (30) hours per week shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by their supervisor and the Superintendent subject to scheduling and seniority. No vacation time may be taken by clerical staff during August unless specifically authorized by the Superintendent for special circumstances.

For clerical employees, vacation days should be taken when school is not in session, preferably during summer vacation/break. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of two (2) times the number of days an employee may accrue in a year. Once this cap is reached (e.g. twenty-four (24) days for employees in the first four (4) years of service), no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

### **Unpaid Leave of Absence**

REALMS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, REALMS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all REALMS employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Regular full-time eligible employees accrue one (1) day of sick leave per each month worked in a year.— All other eligible employees shall earn one (1) hour of sick time for every thirty (30) hours worked. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of eighty (80) hours per full work year.

Employees cannot use paid sick leave until the ninetieth (90<sup>th</sup>) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of at least two (2) hours. Employee use of sick days is limited to twelve (12) days per year. The Superintendent has authority to waive this limitation in the event of serious or catastrophic illness. .

No employee will receive pay in lieu of sick leave under any circumstances, and employees will not be paid for any accrued but unused sick leave upon separation from employment.

If an employee is absent longer than three (3) days due to illness, medical evidence of illness and/or medical certification of the employee's fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of sick leave privileges. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a

manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice for the leave as soon as practicable.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by REALMS.

### **Family Care and Medical Leave**

This policy explains how REALMS complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by REALMS for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by REALMS, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the REALMS separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or

any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition, a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
  4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12)-month period to provide said care. CFRA does not provide leave specific to caring for a service member.
  5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is



nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one

(1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, REALMS and the employee may agree to have REALMS-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrued during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the REALMS's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by REALMS during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, REALMS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, REALMS will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

REALMS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by REALMS. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the REALMS request for certification) may result in denial of the leave request until such certification is provided.
2. REALMS will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. REALMS may contact the employee's health care provider to authenticate a certification as needed.
3. If REALMS has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, REALMS may request a second opinion by a health care provider of its choice (paid for by REALMS). If the second opinion differs from the first one, REALMS will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required re-certifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Superintendent. An employee asking for a Request for Leave form will be given a copy of REALMS then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or

was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the REALMS's operations.
  4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
  5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
  6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
  7. REALMS will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, REALMS will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
    2. When a request for FMLA/CFRA leave is granted to an employee, REALMS will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
    3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
    4. If an employee can return to work with limitations, REALMS will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from REALMS.

- **Employment during Leave**

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without REALMS written permission. An employee who accepts such employment without REALMS written permission will be deemed to have resigned from employment at REALMS.

### **Pregnancy Disability Leave**

This policy explains how REALMS complies with the California Pregnancy Disability Act, which requires REALMS to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy,

childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for REALMS. REALMS is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrued during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

REALMS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. REALMS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by REALMS.

Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
    1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Superintendent. An employee asking for a Request for Leave form will be referred to REALMS then current pregnancy disability leave policy.
    2. Employees should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt REALMS operations.
    4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
    5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
    6. REALMS will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, REALMS will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
  - Return to Work
    1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
      - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. REALMS will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, REALMS will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
  3. In accordance with REALMS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
  4. If the employee can return to work with limitations, REALMS will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from REALMS.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without REALMS written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

#### **Industrial Injury Leave (Workers' Compensation)**

REALMS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to their supervisor, the Superintendent, or designee;
- Seek medical treatment and follow-up care if required;

- Complete a written Employee's Claim Form (DWC Form 1) and return it to their supervisor, the Superintendent, or designee; and
- Provide REALMS with a certification from the employee's health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is REALMS policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. REALMS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to REALMS operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to their supervisor, the Superintendent, or designee and to the individual responsible for reporting to REALMS insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to a REALMS approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from a REALMS approved medical facility before returning to work.
- Any time there is a job-related injury, REALMS policy may require drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

REALMS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, REALMS shall continue the employee's health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for those employees serving in the National Guard, REALMS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required



by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to REALMS, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

REALMS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide REALMS with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

#### **Bereavement Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to five (5) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

#### **Reproductive Loss Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

#### **Jury Duty or Witness Leave**

For all exempt employees, REALMS will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, REALMS will pay for up to three (3) days if the employee is called to serve on a jury.

## **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Superintendent at least two (2) days notice.

## **School Appearance and Activities Leave**

As required by law, REALMS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of REALMS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where REALMS requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by REALMS for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to REALMS that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave

began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. REALMS may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

REALMS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide REALMS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide REALMS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, REALMS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Superintendent.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient

doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Superintendent thirty (30) days' notice before returning from leave. Whenever REALMS is notified of an employee's intent to return from a leave, REALMS will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, be sure to consult the Superintendent.

# DISCIPLINE AND TERMINATION OF EMPLOYMENT

## Rules of Conduct

The following conduct is prohibited and will not be tolerated by REALMS. This list of prohibited conduct is illustrative only and applies to all employees of REALMS; other types of conduct that threaten security, personal safety, employee welfare and REALMS operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of REALMS. If an employee is working under a contract with REALMS which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on REALMS property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of REALMS property.
6. Fighting or instigating a fight on REALMS premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on REALMS premises.
9. Gambling on REALMS premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on REALMS premises without prior written approval of management, unless posting is on a REALMS bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or

- follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
  22. Release of confidential information without authorization.
  23. Any other conduct detrimental to other employees or REALMS interests or its efficient operations.
  24. Refusal to speak to supervisors or other employees.
  25. Dishonesty.
  26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While REALMS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with REALMS legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect REALMS or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects REALMS legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by REALMS, employees are expected to devote their energies to their jobs with REALMS. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at REALMS.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with REALMS
- Additional employment that impairs or has a detrimental effect on the employee's work performance with REALMS.
- Additional employment that requires the employee to conduct work or related activities on REALMS property during the employer's working hours or using REALMS facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of REALMS.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to REALMS explaining the details of the additional employment. If the additional employment is authorized, REALMS assumes no responsibility for it. REALMS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment that can be revoked at any time.

## **Termination of Employment**

Should it become necessary for an employee to terminate his/her at-will employment with REALMS, the employee should notify the Superintendent, regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates his/her at-will employment, the employee will be entitled to all earned but unused vacation pay. If the employee is participating in the medical and/or dental plan, the employee will be provided information on their rights under COBRA.

## **INTERNAL COMPLAINT REVIEW**

The purpose of the "Internal Complaint Review Policy" is to afford all employees of REALMS the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or the Governing Board to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a REALMS employee raises a complaint or concern about a coworker.

*If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor.* However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School's Governing Board, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

### **Policy for Complaints Against Employees**

### (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a REALMS employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or designee or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent (or designee) shall abide by the following process:

1. The Superintendent, or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent (or designee) decision relating to the complaint shall be final unless it is appealed to the Governing Board of the School. The decision of the Governing Board shall be final.

### **General Requirements**

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

REALMS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.



## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination and retaliation. This form is provided for you to report what you believe to be harassment, discrimination and retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination or retaliation.*

*If you are an employee of the School, you may file this form with the Superintendent or the Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*REALMS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: \_\_\_\_\_

Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX B

## INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

Print Name

To be completed by School:

Received by: \_\_\_\_\_  
4889-7854-7664, v. 2

Date: \_\_\_\_\_



2.3 Promoting social development and group responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Establishing and maintaining standards for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Planning and implementing classroom procedures and routines that support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Using instructional time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

**TEACHING STANDARD 3**

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).

**ELEMENTS**

3.1 Demonstrating knowledge of subject matter content and student development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Organizing curriculum to support student understanding of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interrelating ideas and information within and across subject matter areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Using materials, resources and technologies to make subject matter accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

**TEACHING STANDARD 4**

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (assessed by one or more of the following: reflection, observation, documentation or conferences).

**ELEMENTS**

4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Establishing and articulating goals for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Developing and sequencing instructional activities and materials for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Designing short-term and long-term plans to foster student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Modifying instructional plans to adjust for student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY (activities and evidence)

**TEACHING STANDARD 5**

ASSESSING STUDENT LEARNING (assessed by one or more of the following: reflection, observation, documentation or conferences).

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

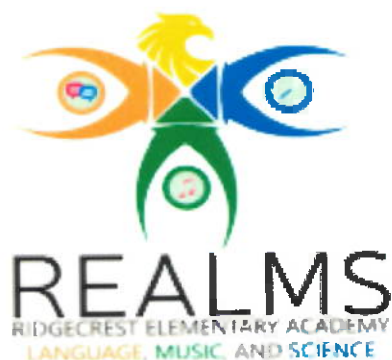
ELEMENTS	5.1 Establishing and communicating learning goals for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 Collecting and using multiple sources of information to assess student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3 Involving and guiding all students in assessing their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4 Using the results of assessments to guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5 Communicating with students, families and other audiences about student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	* 5.6 Evidence of student progress towards the attainment of grade level academic standards as evidenced by results from multiple performance measures. (NWEA Benchmark Assessments, Curriculum Benchmark Assessments, Formative Assessments, other teacher created tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					
<b>TEACHING STANDARD 6</b>					
DEVELOPING AS A PROFESSIONAL EDUCATOR (assessed by one or more of the following: reflection, observation, documentation or conferences).					
ELEMENTS	6.1 Reflecting on teaching practice and planning professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.2 Establishing professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.3 Working with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.4 Working with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.5 Working cooperatively with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.6 Complies with district and school site established rules, regulations, policies, contracts and laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SUMMARY (activities and evidence)					

Teachers receiving the majority of insufficient performance ratings in any two (2) Standards 1-6 shall be rated as insufficient performance.

\* Insufficient performance rating in this element: teachers will be required to update all ILP's within 30 days and start a student progress monitoring system with a peer teacher.

1. Insufficient Performance	2. Needs Development	3. Meets Standards of Expectation		
		1	2	3
<b>ADDITIONAL RESPONSIBILITIES</b>				
ADJUNCT DUTIES (assessed by the following: reflection, observation, documentation or conferences).				
ELEMENT	Accepts fair share of responsibility for supervision of students and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





## **2024-25 Parent-Student Handbook**

**(Board approved 07/23/2024)**

*Students and parents are responsible for knowing and following the contents of this handbook. The handbook will be reviewed annually.*

*The administration reserves the right to make additions and deletions, as it deems necessary, for the safety and/or welfare of all students.*



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## **GENERAL INFORMATION**

### **Lost and Found**

Any items found on campus should be taken to the lost and found in the cafeteria. The item(s) found on campus may belong to someone else. It does not automatically belong to the person who found it. The lost and found will be cleared regularly. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child's name. The school is not responsible for replacing lost or damaged student belongings.

### **Birthday Celebrations**

Families should contact the classroom teacher to make arrangements. Parents/guardians must sign in at the front office and obtain a visitor badge to be worn during their visit.

### **Personal Belongings**

Do not leave personal belongings unattended. The school is not responsible for lost or stolen items. Money should always be turned in to the teacher or carried on the person and never put in backpacks or left in desks or classrooms. The school is not responsible for lost money.

### **Photo Release**

If you do not wish to grant permission for school use of pictures in which your child is included, and relinquish all title to said photographs, negatives, and reproduction, please contact the Superintendent at 760-375-1010.

### **Textbook Contract: Parent/Student**

Students in grades 4-6 will have their books checked out to them directly through the library. These books are bar-coded, and the student will be responsible for the assigned bar-coded textbooks.

### **Use of the Office Phone**

Any student feeling ill at any time during the day, including after school, needs to check in to the school office. The office will call home and see that care is given until the child is taken home.  
Students may not use the phone: to see if they can go home with, or bring home, a friend or to have their work or

other forgotten items brought to school. Phone calls from parents/guardians to the classroom during the school day are disruptive to the teacher and students and are NOT recommended. Please make transportation plans before school.

### **Visitation/Observation**

All campus visitors must have the consent and approval of the Superintendent or designee prior to their visit. The Superintendent or designee should do its utmost to answer all visit requests within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Superintendent has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. REALMS Policy states that smoking and the use of all tobacco products is prohibited on all REALMS property including REALMS-owned or leased buildings, and in REALMS vehicles at all times, by all persons, including employees, students, and visitors at any school or REALMS site, or attending any school-sponsored events.

All visitors shall register their visit in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. REALMS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from REALMS, consistent with the law. The REALMS Governing Board and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the Superintendent or designee may design a visible means of identification for visitors while on school premises.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable and not longer than scheduled with the Superintendent
- Follow the school's established procedures for meeting with the teacher and/or Superintendent after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

### **Weekly Envelopes, Automated Email, School Web Page, & Facebook**

Weekly envelopes or an equivalent method of communication are a primary source of providing information to each student's home. Your student's teacher will let you know what method of communication will be used in that class. If an envelope is used, it will be sent home every Monday in the student's backpack. Please remember to look for this envelope every week. It will contain everything you need to know concerning class and school activities for the week. Advance notice of all important events, including permission slips, will be sent home via this envelope; please be sure to sign the outer cover of the envelope each week. The front of the Envelope is to be signed by the parent each week to verify receipt of the contents. Student work that has been graded at below 70% will need to be signed by the parent/guardian and returned to the teacher. The front of the Envelope is to be signed by the parent/guardian each week to verify receipt of the contents. If the envelope is not signed and the contents of the envelope still remain, the parent/guardian will be contacted by the teacher.

Additional information about school activities and events will be posted regularly on the School's web and Facebook pages. Automated e-mail and recorded messages are also frequently sent to those who have current contact information in our student database.

### **Suggestions, Comments, and Concerns Process**

Any suggestion, comment, or concern should be addressed initially with your child's teacher. You should receive a response to your inquiry within 72 hours. In the event that you are not satisfied with the teacher's response or the timeframe established has not been met, you should then address your suggestion, comment, or concern **in writing** to the Superintendent. The Superintendent should respond to your suggestion, comment, or concern within 72 hours.

In the event you are not satisfied with the Superintendent's response or timeliness of response, the next step would be to address your concern to the REALMS Governing Board. It is recommended that you write a letter to the school board clearly stating your suggestion, comment, or concern. Identify in the letter that you have taken action and attempted to resolve the issue with your child's teacher and the Superintendent. The Board will respond within 14 days of the next regular board meeting after receiving the letter.

### **Dress Code**

A dress code has been established to minimize economic and competitive differences among students. All students will be required to wear specified school attire. The students are expected to follow the adopted dress code policy and to exercise good hygiene every day. The Superintendent or designee will make the determination if the student is in violation of the dress code. A dress code violation will result in, but is not limited to, one or more of the following consequences: warning, detention, and call to parents in case of questionable dress (not covered in the rules listed below). The Superintendent or Designee will make a final decision.

**Shirts** may be:

- any solid color, plain, collared, shirt (polo shirts). If the collared shirt has a small logo, they must be school appropriate with no alcohol, tobacco, profanity or drug logos.
- a button oxford shirt with sleeves (no zippers, snaps, ribbing, or designs)

- Ridgcrest Elementary Academy for Language, Music, and Science Shirts

- **Friday only**, plain, any solid color, crew neck t-shirt

Shirts may not be pinned, tied tight, or rubber-banded behind the back or off to the side.

**Undershirts** must be plain, solid color (no lace or see-through) underneath the required uniform shirt.

Turtleneck shirts may be worn in lieu of the uniform shirt during cold weather periods. All undershirts must be long enough to be tucked in.

**Sweatshirts, Hoodies and Jackets** may be any color. If the sweatshirt or jacket has logos, they must be school appropriate with no alcohol, tobacco, profanity or drug logos. Sweatshirts, hoodies and jackets may not be worn over the head in any buildings.

**Pants** must be uniform style and navy blue, black, gray or khaki in color. Pants must be straight leg, regular or relaxed fit only. Excessively loose or excessively tight pants are not permitted. Jeggings, leggings, or tights may only be worn under a uniform skirt or dress. Pants must fit at the waist (no sagging, no low-waist, and no hip huggers). **Denim jeans or any material resembling denim are not part of the uniform.** Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

**Shorts** must be uniform style and navy blue, black, or khaki colored. Shorts must fit at the waist (no sagging, no low-waist, no hip huggers). **Denim jean shorts or any material resembling denim are not part of the uniform.** Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

**Skorts, skirts, capris and jumpers** must be navy blue, black, or khaki colored. Skorts, skirts, and capris must fit at the waist (no sagging, no low-waist, no hip huggers). **Denim skorts, skirts, capris, and skirt jumpers (or material resembling denim) are not part of the uniform.** Logos should not exceed a total size of 2" x 3" (business card size) - similar to "Dockers" or "Dickies" labels.

**Length and Size:** Shorts, skorts, skirts, dresses, and jumpers must fall below the fingertips when arms/hands are held straight down at the side. Students are encouraged to wear shorts under skirts and jumpers. All uniforms must be the appropriate size. Uniform items intentionally worn to be excessively loose or excessively tight are not permitted, regardless of waist size.

**Shoes:** Students are to wear safe, athletic-type shoes, with traction soles that may be Velcro or with laces that tie. Shoes are to be tied securely to the feet. For safety reasons, at no time are bare feet, open-toe shoes, high heels, wedges, Heelys, mules, slippers, or flip flops to be worn. Shoes must be appropriate for daily PE and comfortable for physical activity.

**Hats or Beanies** with an appropriate logo or plain may be worn outside. Hats and Beanies are not allowed to be worn inside buildings. Headwear worn for purposes of religious observance shall be permitted both indoors and outdoors.

**Jewelry:** A single post earring in one or both ears may be worn. For safety reasons, no dangling or hoop-style earrings are allowed. Body piercing (except for ears) is not allowed. One necklace may be worn inside the blouse or shirt. No "Dog Collar" necklaces are allowed. A bracelet, wristwatch, and ring may also be worn. Tattoos are prohibited.

## Meals & Nutrition

### Applications for School Meals

REALMS participates in the National School Lunch Program. Commencing with the 2024-25 school year, REALMS shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in Transitional Kindergarten through grade six (6).

Students are required to fill out a meal application at the beginning of each school year. Applications are available through Titan link on the school's website and are also available at the school. Titan link can also be accessed at <https://family.titank12.com>

Only one application per household is required. Please do not submit multiple applications as this will slow down your processing. Applications are accepted throughout the school year. If your income or household size changes you may submit an updated application. This may be subject to verification and documentation. Detailed information on how to fill out a Meal Application is available on our website. Students who received free or reduced meals the previous school year must submit a new application at the beginning of the school year.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

### Breakfast and Lunch

Students may also bring lunch from home each day. A parent may bring a hot lunch to the office for their student. Students have 40 minutes for lunch. All food must be eaten in designated areas inside the cafeteria or outside tables and benches. **Energy and soda drinks are NOT permitted on campus.** Milk is sold in the cafeteria. Water or 100% fruit juice is recommended. Please be sure that your student has adequate food for lunch and snacks for the full school day. The school office personnel cannot provide these items for your student.

Parents/guardians are welcome to have lunch with students during the student's designated lunch time. **Parents/guardians must sign in at the front office and obtain a visitor badge to be worn during their visit. While on campus parents/guardians will be supervised by staff members.**

## CURRICULAR PROGRAM

### School Attendance Hours: Student Drop Off and Pick Up Before/After School

Students are not to arrive on campus before 7:30 a.m., unless requested by a teacher. Once on campus, students are not allowed to leave without permission. The first bell rings at 7:55 a.m. and students must be in class and ready to begin at 8:00 a.m. Students arriving after 8:00 a.m. must report to the office for a tardy slip to keep from being marked absent. School ends at 3:00 p.m. and at 12:15 p.m. on Flex/Minimum Days. Students are to leave campus directly after school, unless they are staying for an authorized activity. If students are staying for an activity, they are to remain with their teacher until they are released to the activity.

### **Short Term Independent Study Contracts**

Independent Study Contracts allow students to complete their class work and homework assignments away from the school campus while not being considered absent during these days. The following conditions must be met to participate in the short-term independent study: The contract covers a period from one (1) to twenty (20) school days. The parents must complete the application request at least three (3) school days prior to the planned leave or as soon as practicably possible. The Superintendent or designee must approve the request. The student and parent must sign the appropriate form and pick up assignments before independent study begins. Assigned work must be completed and returned the day the student returns to school. If the assigned work is not returned on time, the student will not receive attendance credit.

### **Independent Study Contract for Military Families**

REALMS may grant up to five days of excused absences for military-connected students whose parents are deployed. The conditions under which the school may approve excused absences are:

- (1) the absence is pre-approved;
- (2) the student is in good standing;
- (3) the student has a prior record of good attendance;
- (4) missed work is completed and turned in within the school's allotted time period; and
- (5) the absence is not during standardized testing dates.

### **Athletic Guidelines**

Students must obtain a sports physical and return it to the school. Students must have a signed sports waiver on file and have proof of health insurance before they can try out or practice. Students must attend the entire school day of a game day. Only verified doctor or dentist appointments are acceptable excuses.

Students must attend a mandatory check-in for eligibility for the following week. This check-in will be held by the coach or coaches. At this check in, the coach will verify that students have picked up a weekly progress report and have it completed. This report will reflect a "C" – 70% or better for each class. Students who have grades below 70% in any class will be benched and required to attend tutoring until they have achieved at least 70%, and students must attend all meetings and competitions. Progress reports will be verified on Friday for the following week.

Students who receive an in-School Suspension will not play the following game; any other disciplinary action may result in a loss of playing time. Student athletes are expected to be role models for the school. They will sign an Athletic Code of Conduct, and any violations of this code may result in suspension from the team.

### **Student Recognition**

Students will be recognized monthly for the efforts and achievements in "Three E's": Excellent Citizenship (no documented discipline infractions), Excellent Attendance (no unexcused/unverified absences), and Excellent Academics (no more than 2 late or missing assignments). Students will also be recognized at the end of the school year for their efforts and achievements in the "Three E's."

### **List of Course Descriptions (Prospectus)**

Upon request, REALMS will make available to any parent or legal guardian a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, REALMS may charge for the prospectus in an amount not to exceed the cost of duplication.



## Academic Performance Standards

Students are expected to perform to California Common Core grade level standards. Scores below 70% indicate that a student is performing below basic standard skill levels. If a student receives a grade lower than 70% on any given assessment, the teacher will send the graded work or a note home in the weekly envelope or equivalent communication method for parent/guardian signatures. The signed work or note is to be returned to the classroom teacher the following day.

- **Academic:** Students must have an overall Grade Point Average (“GPA”) of at least 2.0 in the subjects of Language Arts, Math, Science and Social Studies.
  - **Behavior:** Students must not receive more than two (2) in-school or out of school suspensions during the school year. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
  - **Textbooks:** All textbooks must be turned in and fines paid. Lost textbooks must be paid prior to the class trips and ceremony.
  - **Attendance:** Students must comply with the attendance policy and procedures, as outlined in this Handbook.
- Grades are determined as follows:

5= Advanced	90 - 100%	A: Outstanding 90- 100%
4= Proficient	80 - 89%	B: Good 80-89%
3= Basic	70 - 79%	C: Satisfactory 70-79%
2= Below basic	60 - 69%	D: Needs Improvement 60-69%
1= Far Below basic	0 -59%	F: Unsatisfactory 50- 59%

## **Behavior Standards Academic Standards**

### Grade Promotion and Retention

The Ridgecrest Elementary Academy for Language, Music, and Science Board is dedicated to the continuous development of each student. Typically, a student will be promoted annually to the next grade level; however, he/she may be retained when there is evidence that the student has not made satisfactory progress in the current grade level, or the student will not make satisfactory progress in the next grade. The Board takes into consideration a myriad of factors including developmental stage, physical age, fine motor skills, gross motor coordination, capacity for learning, and academic progress. The parent of a student who is in danger of retention will be notified as early as possible. The Superintendent and teacher have the final authority for grade promotion after providing parents an opportunity to meet with the Superintendent to discuss.

## **Homework**

Homework will not be given by classroom teachers at REALMS during the 2024-25 school year. For parents and guardians who want their child/ren to do additional skills-based work at home, iReady Reading and iReady Math and other online resources will be accessible for families to work on at home as a self-paced approach where students work independently at their personal level to review and develop skills in core subjects.

## **Honor Roll**

Honor Roll is a means of giving recognition to fourth through sixth grade students based on scholastic achievement. To make the Honor Roll, a student must have at least a 3.0 GPA, with no failing marks, and be working at, or above, grade level content standards. Honor Roll awards are given out at the end of each trimester and REALMS will submit student names to the local newspaper. If you do not wish to have your student's name published, please contact the Superintendent at the beginning of the school year.

## **Kindergarten Graduation Requirements**

In order to participate in the kindergarten graduation ceremony, the following requirements must be met:

- Academic: The student must be recommended for 1<sup>st</sup> grade promotion by the classroom teacher.
- Behavior: The student must not receive more than five (5) out of school suspensions during the year.  
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

## **Progress Reports**

Progress reports are generated halfway through each trimester to advise the parent of their student's progress. Parents of students with IEPs may also be provided progress reports as outlined in their student's IEP. This gives the student the opportunity to improve his/her grade before the report card is issued. Additional progress reports may be sent home during the trimester. Parents are encouraged to check their student's progress on the Aeries parent portal. Please contact the school office for verification information to access the Aeries parent portal. REALMS schedules three (3) Parent/teacher conferences per year. First and third trimester progress reports will be handed out at a mandatory parent/teacher conference. The second trimester progress report will be sent home in the weekly envelope or equivalent communication method for students in Transitional Kindergarten through fifth grade. If you are unable to attend the scheduled conference, please call to make alternate arrangements with your child's teacher. The necessity of other conferences is left to the teacher's or parent's discretion to schedule. However, parents/guardians may and are encouraged to schedule times to meet with teachers on a regular basis to discuss their student's progress. For students in sixth grades, progress reports will be mailed home.

## **Report Cards**

Students in Transitional Kindergarten through fifth grade will have their first and second trimester report cards sent home in their weekly envelope or equivalent communication method. The third trimester report card will be mailed home for all students. Sixth grade students will always have their progress reports and report cards mailed home.

## **School Accountability Report Cards**

The School Accountability Report Card is available on request and is accessible at [www.rcrealms.org](http://www.rcrealms.org). This contains information about the school regarding the quality of the programs and its progress toward achieving stated goals.

## **Standardized, Norm-Referenced Achievement Tests**

REALMS is required to report each pupil's individual score, in writing, to the pupil's parent or guardian. The school invites parents/guardians to contact appropriate school personnel for further explanation or information regarding how the parent or guardian can best assist the school and the pupil in improving the pupil's performance.

Pupils at REALMS participate in the California Assessment of Student Performance and Progress (CAASPP). REALMS will grant a parent or guardian's request to excuse that parent or guardian's pupil from any or all parts of the CAASPP assessment system. REALMS will not solicit or encourage any parent or guardian to request the exemption. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

## **Student Study Team**

The Student Study Team ("SST") process is used at REALMS as a tool to help students that are not making academic progress, at risk of retention, or having behavior issues and/or attendance issues, which impede his or her success during the school year. The SST Team also determines grade acceleration (skipping grades). The SST is made up of the student's teacher(s), one or several other teachers, an administrator or designee, and the parents/guardians and the student. In grades four and above the student is part of this team and attends the meetings. The team works to assess the learning modes of the student and devises interventions to help them be more successful. During the meetings, the student's strengths and areas of concern are discussed and an intervention plan is created. The SST should meet every 6-8 weeks to assess student progress based on the intervention plan. Teachers or parents/guardians may request an SST meeting at any time during the school year.

## **Academic Acceleration**

Assignment to a higher grade level will occur only after careful assessment of the student's ability, intellectual growth, emotional development, social competence, and academic achievement. Any change in a student's grade level must be in the student's best interest. In some unique cases, parents/guardians may seek grade level advancement for a student in grades TK-6. The needs of each individual student are of utmost importance and must be met in the most effective manner possible; therefore, TK-6 grade level acceleration will be considered when compliance with all of the following criteria is completed:

- receipt of a written request to the Superintendent from the parent/guardian requesting their student "advance" a grade. The Superintendent should receive this written request no later than the end of the second trimester.
- recommendation from the current grade level teacher as to in-class/grade performance in core subjects (Language Arts, and Mathematics).
- in-class observation confirming developmental readiness of the student;
- review of available norm-referenced tests to determine academic ability with the proposed grade level placement as determined by NWEA and benchmark testing, current grade level norm referenced test (pre and post), and the post test for the grade level to be "skipped";
- emotional and social readiness evaluation conducted by the school psychologist or counselor of the student's ability to deal with issues and students in the proposed grade placement;
- conference with the Superintendent and parent/guardian.

The Student Study Team will make the recommendation for acceleration and the decision made will be final. Placement will occur based on the Team's decision.

Academic acceleration is ultimately decided by the Superintendent and will be made prior to the start of the new school year. The decision will be formally communicated to the parents/guardians via letter to their home address. A student may be accelerated if he or she meets all of the following requirements (scores are for end of the year exams of the grade being skipped):

1. Reading Assessment: 90%
2. Math Assessment: 90%
3. Other materials such as social maturity, observation records and student work
4. A school representative recommends acceleration of the student
5. A parent of guardian approves acceleration of the student
6. NWEA Reading and Language (grades 3-8) score: (90<sup>th</sup> percentile or higher)
7. NWEA Math score: (90<sup>th</sup> percentile or higher)
8. CAASPP reading and math scores: Advanced

## EXPECTATIONS FOR STUDENT CONDUCT

All pupils are required to adhere to school and class expectations and rules, directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profanity and vulgar language. School wide and classroom expectations and rules are established to promote positive behavior.

### **Character Counts, Second Step, and PBIS**

School staff supports an environment that teaches students, through the daily curriculum, the skills to resolve conflicts and take responsibility for their actions. Character education instruction is based on "Character Counts" a program comprising six units or components: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students participate in discussions about the meaning of each behavioral trait, and randomly receive reward coupons for practicing these character traits. The reward coupons are displayed on interactive bulletin boards and help students earn recognition for their behavior.

Second Step is an evidence-based program that addresses social-emotional learning when offered. During implementation, students are provided instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. Students watch videos and participate in discussion and activities that support skill development.

Positive Behavior and Intervention Supports (PBIS) is a framework of expected student behaviors in common areas on campus. Common areas include line up area, cafeteria, restrooms, and playground. Behavior expectations are communicated in a matrix and are modeled and taught to all students.

### **Academic Honesty**

To be successful in school, all students are expected to do their own work. If a student or group of students chooses to cheat on an assignment or test, progressive discipline and education about the seriousness of academic dishonesty will be implemented. Students caught cheating on any assignment or test may receive a warning, loss of credit for the assignment or test, referral to the office, or any other logical consequence. Parents will be notified of any academic dishonesty involving their child.

## **Classroom Management**

Each teacher establishes a classroom management system that includes student expectations, rules, and logical consequences based on school wide rules and expectations. Teachers also created a positive reinforcement system and incentive programs to reinforce and recognize students for adherence to rules and expectations. Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the Superintendent or designee. Logical and natural consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are applied firmly, fairly, and consistently throughout the school year.

## **Discipline Referral**

Teachers are empowered to handle student misbehavior in their classrooms and hold students accountable for their conduct on the way to and from school and the playground. Non-compliance may result in referral to the office to speak with the Superintendent or designee. Students are to immediately report to the Superintendent or designee when referred to the office.

A certificated or classified employee may refer a student to school administrators for in-school intervention or supports from the list of other means of correction specified in EC 48900.5(b)(1). That school administrator will, within 5 business days, document the actions taken, if any, and place that documentation into the pupil's record. The school administrator will inform the referring staff member, verbally or in writing, what actions were taken, and if none, the rationale for that decision.

A referral will result in, but is not limited to, one or more of the following consequences:

- **Restoration:** Repairing any harm caused by behavior or action;
- **Logical Consequence:** A consequence that aligns with improper behavior or action;
- **Detention:** After school, lunch detention, or campus clean-up;
- **Suspension:** In-school or out-of-school suspension of 1-5 days depending upon the severity of the offense. Suspensions may be extended past the initial 5 days if an expulsion hearing is pending.
- **Expulsion:** Results in the student not attending school at REALMS and the parents/guardians seeking placement elsewhere. This decision is made in a hearing with the Ridgecrest Elementary Academy for Language, Music, and Science Governing Board per applicable state law and REALMS' Suspension and Expulsion policy, which is available on the school's website at [www.rcrealms.org](http://www.rcrealms.org)

## **Lost or Damaged School Property**

If a student willfully damages the REALMS' property or the personal property of a REALMS employee, or fails to return a textbook, library book, computer/tablet or other REALMS property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct in an amount not to exceed \$10,000, adjusted annually for inflation, as described above. If a student and parent are unable to pay for the damages or return the property, REALMS will provide a program or voluntary work for the minor student in lieu of the payment of money. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the school may withhold the grades, diplomas, or transcripts of the student until such damages are paid, or the property returned, or until completion of a voluntary work program in lieu of payment of monetary damages.

## **Student Search, Seizure, and Video Surveillance**

The Superintendent or designee may search the person of a student (including backpack, purse, bag, etc.) or the student's locker if there is a reasonable individualized suspicion to believe the student has violated school policy and/or the law. REALMS recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or REALMS' rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, REALMS has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device*. If REALMS has a good faith belief that the device is lost, stolen, or abandoned, REALMS may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

REALMS is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of REALMS' rules or regulations. Evidence gathered from video surveillance tape systems in posted areas may be specifically admissible in discipline hearings, as no one has a reasonable expectation of privacy in those circumstances. The complete Policy is available for review at the main office.

## **Items Not Permitted on Campus**

Beyond those items banned by law from campus (i.e. drugs, alcohol, nicotine products, and/or weapons), the following items are forbidden on campus without prior approval by REALMS staff: unshelled peanuts or sunflower seeds, gum, electronic toys and devices, radios, tape recorders, electronic music players, portable gaming devices, rollerblades, shoes with wheels such as Heelys, toy water guns (devices capable of discharging water), balloons (choking hazard), trading cards, CD players, hair spray, make-up, perfume, aftershave, cologne, aerosol containers, or any potentially dangerous items. Items forbidden on campus that are lost or stolen are not the responsibility of the school and will not be investigated by the school or its officials. Items brought to school on the above list will be confiscated when seen by a member of the school staff. A parent or guardian must pick up the items.

## **Student Use of Technology**

### **Acceptable Use Policy & Digital Portfolios**

Each student has daily access to technology and receives instruction in the appropriate use of this technology. While REALMS regularly utilizes and regularly updates filters to limit access to inappropriate resources and information, it is impossible to restrict access to all controversial materials. Students are to follow all rules and regulations governing technology and Internet conduct. Any violations of these rules and regulations will result in disciplinary action. Students are responsible for their use of technology and technological resources and must sign an Acceptable Use Agreement annually.

The purpose of computers and internet access is for school assignments and to conduct research. REALMS will work to protect students from any dangerous or inappropriate material found on the Internet.

It is the student's job to use the computer properly and responsibly.

**Personal Responsibility:** Students are expected to:

- use computers and access the internet for school assignments and research only.
- know school rules must be followed on the computer network.
- report inappropriate content to an adult as soon as it is noticed.

**Acceptable Use:** Students are expected to understand that computers should be used for learning, research and creating classroom projects. The purpose of using the internet at school is to support research and education by providing access to unique resources and the opportunity for collaborative work. Transmission of any material in violation of school policy or any U.S. or state law or regulation is prohibited. This includes, but is not limited to: copyrighted material; threatening or obscene material; or material protected by trade secrets. If a student copies anything from the Internet or software program and pastes it into their project, they are to give credit to the author.

Students are expected to:

- follow the rules of the network.
- not buy, sell, or advertise anything on the school network.
- understand hardware, including computers, are property of the school and are not to alter the settings or operation of hardware.
- not download any commercial software from the internet.

**Network Etiquette and Privacy:** Students are expected to abide by the generally accepted rules of network etiquette. The following are not permitted: sending or displaying offensive messages or pictures; using obscene language; accessing personal email; harassing, insulting or attacking others; sharing confidential information (name, personal address, phone number); damaging computers, computer systems or computer networks; violating copyright laws; using others' passwords; trespassing in others' folders, work or files; intentionally wasting limited resources; employing the network for commercial or for profit purposes; downloading of files; and purchasing of items, materials, goods, etc.

**Services:** REALMS has no control over the internet. While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither REALMS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the School or any School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless REALMS and REALMS personnel for any damages or costs incurred.

Teachers and staff will work with students to protect them from inappropriate material on the internet using an internet filter and will also teach students how to save and protect their work.

**Vandalism:** Vandalism is defined as any malicious attempts to harm or destroy data of another user, internet, or any of the networks that are connected to the internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission. Students should not intentionally interfere with the performance of the School's network or intentionally damage any REALMS technology resources. If this occurs, computer access may be revoked.

**Privileges:** Using the computer network is a privilege students must earn and keep. If students do not use the computer correctly, students will face disciplinary action and their parents/guardians will be notified.

**Security:** Security on any computer system is a high priority, especially when the system involves many users. If a student feels they can identify a security problem on the internet or feels their student account has been compromised, they must notify the teacher or staff member in charge. Students should safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students should access technology only with their account or with a shared account as directed by their teacher and not allow others to use their account or to use the accounts of others, with or without the account owner's authorization. Students shall not use another student's log in. Attempts to logon to the internet as anyone but themselves may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the internet.

**Updating:** With the rapidly changing nature of technology and information resources, it may be necessary to update and/or modify this Acceptable Use Policy (AUP). Each user will be required to review and sign this policy annually. All users are responsible for notifying the designated system administrator or any REALMS staff member of changes in personal information that may compromise the integrity of the user's Acceptable Use Policy.

**Digital Citizenship:** Access to REALMS-provided materials and technologies from any location will be subject to REALMS discipline guidelines and procedures.

**No Expectation of Privacy.** Students and parents acknowledge that computer equipment, internet access networks, email accounts, and any other technology resources are owned by the School and provided to students for educational purposes. REALMS may require staff to monitor and supervise all access to computer equipment, internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The School reserves the right to access stored computer records and communications, files, and other data stored on School equipment or sent over School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of REALMS equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

REALMS makes no warranties of any kind, whether expressed or implied, for the service it is providing. REALMS will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the internet is at your own risk. REALMS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Safety:** The Charter School shall ensure that all Charter School computers with internet access have a technology protection measure that blocks or filters internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and



purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School computers, laptops, or tablets to access the internet or online services on the Charter School campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.<sup>2</sup> Students are expected to follow safe practices when using Charter School technology.

Charter School advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

<sup>2</sup>“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- Causing a reasonable

pupil to experience a substantially detrimental effect on his or her physical or mental health. ○ Causing a reasonable pupil to experience substantial interference with his or her academic performance. ○ Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school. As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: ○ A message, text, sound, video, or image.

- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent or designee shall block access to such sites on Charter School computers with internet access.

The Superintendent or Designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

### **Campus Passes**

All students who are out of class must have a pass from a staff member. Students must have a pass to leave designated areas at lunch time, between classes, and before or after school.

### **Cell Phone, Smartphones, Pagers & Other Electronic Signaling Devices Policy**

It is the policy of REALMS to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

REALMS is not responsible for lost or stolen cellular telephones or other personal items of value such as smartphones, iPods, cameras, electronic games, radios, CD players, computers, etc.

REALMS will NOT investigate stolen cell phones or other electronic devices. REALMS will not pay for phones that are lost, stolen, or misplaced by staff members after confiscation.

## HEALTH AND SAFETY

### First Aid and Illness during School Hours

First Aid is administered in case of minor injuries. If illness or a serious accident occurs during the school day, every attempt is made to immediately notify the parent/guardian. Any student unable to return to class due to illness or injury must be picked up from the school within 60 minutes of parent/guardian or emergency contact notification. If you cannot be reached, our only recourse may be to use our judgment in seeking medical attention for your student if the illness or injury is severe enough. In the event you will be out of town during any school day, you must notify the office before school begins and give office personnel an emergency phone number of a person willing to take charge of and pick up your student in the event your student becomes injured or ill.

REALMS has a designated area where an ill or injured pupil can lie down. The school will contact the parent to have the child picked up. An ill pupil cannot be released without parent permission. Every pupil must

have on file at the school an emergency information card listing the family's choice of doctor and noting where parents/guardians or other responsible adults can be reached in case of emergency. It is very important that this card be returned to the school promptly after the pupil brings it home for his/her guardian to complete and sign. If your contact information changes, please update the emergency information card in the office.

### **Medication**

Children may take medication, which is prescribed by an authorized health care provider, and get help from school personnel during the school day only if:

1. a written statement from the student's authorized health care provider detailing the medication name, method, amount, and time schedules by which the medication is to be taken is on file with the school office; and
2. Parent, guardian or caregiver submits a written statement indicating his/ her desire that the school assist his/her child in taking the medication; and
3. Guardian signs a release statement allowing designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication.

Children may carry and self-administer a blood glucose level test and diabetes care, inhaled asthma medication and auto-injectable epinephrine if the rules in one through three above are met, except the statement from the authorized health care provider must clearly state the student is able to self-administer the medication, and the statement from the parent must clearly consent to the self-administration. Additionally, in order to self-administer these medications, the parent must sign a statement consenting to self-administration of the medication and releasing REALMS and School personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the Superintendent or designee of the medication being taken, the current dosage, and the name of the supervising physician.

Forms are available in the front office.

All medication, whether prescription or over the counter, must be brought in by the parent/guardian in the original unopened container. The parent/guardian must come into the office to pick up all leftover medication. No medication will be given to students to take home. Designated staff shall keep records of medication administered at REALMS. All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.

**The school office may not administer over-the-counter medications, such as aspirin or cough medicine, unless these conditions above are met, but a parent/guardian may come to school to administer such medications to their child.**

Doctor's instructions must be renewed each year. Any changes in medication, amount, or means of administering require new doctor's instructions. The forms must be updated throughout the year if the medication, dosage, frequency of administration, or reason for administration changes.

REALMS will also maintain on campus emergency anaphylactic shot injections (EpiPen), which may be used by trained staff, as required by California law.

## **Sun Protection**

Students should wear sun protective clothing, including, but not limited to hats when outdoors. Students may also apply sunscreen during the day without a doctor's note or prescription.

## **Communication Process**

Any suggestion, comment, or concern should be addressed initially with your child's teacher. You should receive a response to your inquiry within 72 hours. In the event that you are not satisfied with the teacher's response, or the time frame established has not been met, you should then address your suggestion, comment, or concern **in writing** to the Superintendent. The Superintendent should respond to your suggestion, comment, or concern within 72 hours.

In the event you are not satisfied with the Superintendent's response or timeliness of response, the next step would be to address your concern to the REALMS Governing Board. It is recommended that you write a letter to the school board clearly stating your suggestion, comment, or concern. Identify in the letter that you have taken action and attempted to resolve the issue with your child's teacher and the Superintendent. The board will respond within 14 days following the next regular board meeting after receiving the letter.

### **Reminders...**

- Exercise discretion when posting on the internet or speaking about staff, other parents, or other children in front of your own children or with others.
- If a parent or student decides to post information on the internet (i.e., personal blog, Facebook, Twitter, Instagram, Snapchat, etc.) that discusses other students, other parents or staff the following information applies:
  - Laws are established to protect children and adults from cyber bullying;
  - Parents and students making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the students and/or employees could be subject to legal consequences;
  - Parents and students must comply with all school policies, including, but not limited to, rules against unlawful harassment and retaliation against students, families and employees.

A copy of the REALMS Parent and Family Engagement policy is available in the REALMS main office.

## **Bicycles, Scooters, and Skateboards**

Bicycles, electric scooters, skateboards, and scooters are to be parked and locked in the designated area(s) and may not be ridden on campus. Students must walk the bicycle or scooter while on school property. Students who violate this rule will have their bicycle privileges suspended and a progressive discipline plan will be used for subsequent violations. Bicycles and electric scooters are parked at the student's own risk. Tampering with other students' bicycles or scooters will be considered vandalism.

## **Emergency Contact Information**

The school must keep an updated file of the name, address, telephone number and e-mail of the person to contact for each child in the event of an emergency. Please contact the school at 760-375-1010 immediately if any of this information changes for your child after the school year has started.

# APPENDIX A: ANNUAL NOTICES

## **California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grade five whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

## **Campus Search and Seizure**

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, REALMS has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on the school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student’s consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student’s personal electronic device, without searching its contents, if the student’s use or possession of the private electronic device is in violation of Charter School rules or regulations.

## **Concussion/Head Injuries**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because REALMS has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also

complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

## **Diabetes**

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

## **Dangers of Synthetic Drugs**

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis, specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

## Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- “*Foster youth*” means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
  2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
  3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- “*Child of a military family*” refers to a student who resides in the household of an active-duty military member.
- “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s

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<sup>1</sup>REALMS shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.



immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

**Foster and Mobile Youth Liaison:** The Superintendent or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Nancy O’Sullivan

Assistant Superintendent of Instruction

Nancy.osullivan@rcrealms.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** REALMS will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. REALMS will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in REALMS as the student’s school of origin (subject to REALMS’s capacity and pursuant to the procedures stated in REALMS’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in REALMS as the school of origin, the foster youth has the right to remain in REALMS pending the resolution of the dispute. REALMS will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to REALMS (subject to REALMS’s capacity and pursuant to the procedures stated in REALMS’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school

of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Acceptance of Course Work:** REALMS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

REALMS will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, REALMS shall not require the student to retake the portion of the course the student completed unless REALMS, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When REALMS receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), REALMS shall provide these student records within two (2) business days. REALMS shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

REALMS shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left REALMS.

In accordance with REALMS' educational records and student information policy, under limited circumstances, REALMS may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

**Discipline Determinations:** If REALMS intends to extend the suspension of any foster youth pending a recommendation for expulsion, REALMS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed. If REALMS intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, REALMS will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through REALMS' Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and can be found on the school website.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at REALMS, a copy of REALMS' complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

**Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

The following staff person shall serve as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C)):

Don Beene,  
760-375-1010,  
325 S. Downs Street,  
Ridgecrest, CA 93555

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by REALMS.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by REALMS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** REALMS shall administer a housing questionnaire for purposes of identifying homeless children and youth. REALMS shall ensure that the housing questionnaire is based on the best practices developed by the CDE. REALMS shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at REALMS. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at REALMS speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. REALMS shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**Acceptance of Course Work** REALMS will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

REALMS will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, REALMS shall not require the student to retake the portion of the course the student completed unless REALMS, in consultation with the holder

of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

### **English Learners**

REALMS is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. REALMS will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. REALMS will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

### **Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
<p><b>TK/K-12 Admission</b></p>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses            Polio - Four (4) doses            Measles, Mumps, and Rubella (MMR) - Two (2) doses            Hepatitis B (Hep B) - Three (3) doses            Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p><b>Entering 7<sup>th</sup> Grade</b></p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose            Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

### **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder or attorney and county social worker. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, or attorney and county social worker, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or recur.

### **Mental Health Services**

REALMS recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at REALMS and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### **Available on Campus:**

- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact Don Beene at 760-375-1010 to request an evaluation.
- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Teresa Moffatt at 760-375-1010.

### Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### **Nondiscrimination Statement**

REALMS does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

REALMS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

REALMS does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation.

REALMS shall not encourage a student currently attending REALMS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

REALMS does not request nor require student records prior to a student’s enrollment.

REALMS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

REALMS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. REALMS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual.



student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Don Beene, Superintendent,  
325 S. Downs Street,  
Ridgecrest, CA 93555,  
(760) 375-1010.

The lack of English language skills will not be a barrier to admission or participation in the REALMS programs or activities. REALMS prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### **Opioid Information Sheet**

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at: <https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

### **Oral Health Assessment**

Parents or guardians must have their child’s oral health assessed by May 31 of the student’s first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. By law student health information is confidential.

Many factors impact a child’s school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

### **Parent and Family Engagement Policy**

REALMS aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). REALMS staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. Parents and guardians are welcome and encouraged to volunteer at REALMS. Families can be involved in a multitude of ways, including but not limited to:

- assisting educators in the classrooms
- teaching/tutoring small groups of students in specific subject areas
- leading small group activities in specific topics of expertise or interest, ranging from art to music to engineering and beyond

- helping maintain a clean and safe campus through evening classroom cleanup and/or weekend work days;
- supervising/driving on field trips
- shopping/gathering resources for the curriculum
- joining the Parent Teacher Organization (PTO) or School Site Council
- co-sponsoring a club with a teacher
- reviewing your child's homework after they finish it
- completing parent surveys
- transporting your child to and from school
- participating in Parent Teacher Conferences

You also have the right to request information regarding the qualifications of classroom teachers and paraprofessionals. A copy of REALMS' complete Policy is available upon request in the main office.

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Don Beene  
 Superintendent  
 325 South Downs Street  
 Ridgecrest, CA 93555  
 (760)375-1010  
 Don.beene@rcrealms.org

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent.

### **Physical Examination and Right to Refuse**

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in REALMS may file annually with the Superintendent a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Safe Storage of Firearms**

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

### **School Safety Plan**

REALMS has adopted a Comprehensive School Safety Plan, which is available on the School's website at: <https://www.rcrealms.org>

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination/harassment in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. REALMS will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of such discrimination/harassment.

Section 504 requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Parents or guardians must be notified in writing of any decisions regarding the identification, evaluation, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

### **Students with Disabilities**

Students with disabilities may be eligible to receive special education services. These services are based on assessments and determined by an Individualized Education Program (IEP) team, which includes the student's parents/guardians. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. Such services may include support, instruction and accommodations in the general education program or may be provided in other settings. To the maximum extent appropriate, students with disabilities must be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Parents of school age children who suspect their child may have a disability and who may need special education services should contact the Superintendent. We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Special Education Local Plan Area (SELPA) or Charter School Authorizer. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs

and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

Don Beene, Superintendent  
325 South Downs Street  
Ridgecrest, CA 93555  
(760)375-1010  
Don.beene@rcrealms.org

### **State Testing**

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

### **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Superintendent or Designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write to the Superintendent or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that REALMS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent

or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance

10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please contact the Superintendent at: 760-375-1010.

### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

REALMS is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at REALMS, must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

### **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### **Teacher Qualification Information**

As REALMS receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending REALMS may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. 1. Whether the student's teacher:
  - a. a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. c. Is teaching in the field of discipline of the certification of the teacher; and
2. 2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, REALMS will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Superintendent at 760-375-1010 to obtain this information.

### **Uniform Complaint Procedure ("UCP")**

REALMS complies with applicable federal and state laws and regulations. REALMS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:



1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
  
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs;
  - School Safety Plans;
  
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
  - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Superintendent or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Don Beene

Superintendent

325 S. Downs Street

Ridgecrest, CA 93555

Telephone: 760-375-1010

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from

the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Superintendent.

**Use of Student Information Learned from Social Media**

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Superintendent.

## APPENDIX B: COMPLETE POLICIES

### **Professional Boundaries: Staff/Student Interaction Policy**

REALMS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### **Acceptable and Unacceptable Staff/Student Behavior**

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be

quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

### **Boundaries Defined**

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations, and intentions.

### **Duty to Report Suspected Misconduct**

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### **Examples of Specific Behaviors**

The following examples are not an exhaustive list:

#### **Unacceptable Staff/Student Behaviors (Violations of this Policy)**

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a student for your benefit. Listening to or telling stories that are

sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- Giving students a ride to/from School or School activities
- Being alone in a room with a student at the School with the door closed
- Allowing students in your home

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, or letters to students if the content is not about School activities

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity
- Obtaining formal approval to take students off School property for activities such as field trips or competitions
  - Emails, text, phone, and instant messages to students must be very professional and pertaining to School activities or classes (Communication should be limited to school technology)
- Keeping the door open when alone with a student
- Keeping reasonable space between you and your students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student

- Keeping after-class discussions with a student professional and brief
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
- Involving your supervisor if conflict arises with the student
- Informing Human Resources or the Administrator about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers
- Asking another staff member to be present if you will be alone with any type of special needs student.
- Asking another staff member to be present when you must be alone with a student after regular School hours
- Giving students praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Keeping your professional conduct a high priority during work hours or at work-related activities
- Asking yourself if your actions are worth your job, and career.

This policy is taken from the current REALMS Employee Handbook.

### **Title IX/Harassment/Intimidation/Discrimination/Bullying Policy**

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, REALMS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), ancestry, race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion including agnosticism and atheism), religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as



“misconduct prohibited by this Policy.”

To the extent possible, REALMS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, REALMS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which REALMS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. REALMS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:**

Don Beene  
Superintendent  
760-375-1010  
Don.beene@rcrealms.org

#### **Definitions**

##### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

##### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibits harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by REALMS.

REALMS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
  
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting an employee or student to unwelcome sexual attention or conduct or intentionally making the employee's or student's performance more difficult because of the employee's or the student's sex
  
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate

in or benefit from the services, activities, or privileges provided by the School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network internet web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an internet web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in REALMS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that REALMS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a

complainant must be participating in or attempting to participate in REALMS' education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

## **Bullying and Cyberbullying Prevention Procedures**

REALMS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

### **1. Cyberbullying Prevention Procedures**

REALMS advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

REALMS informs Charter School employees, students, and parents/guardians of REALMS' policies regarding the use of technology in and out of the classroom. REALMS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

### **2. Education**

REALMS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. REALMS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at REALMS and encourages students to practice compassion and respect each other.

REALMS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

REALMS' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

REALMS informs REALMS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **3. Professional Development**

REALMS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees

and all other REALMS employees who have regular interaction with students.

REALMS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by REALMS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

REALMS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for REALMS’ students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

REALMS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the REALMS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment,

intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, REALMS will utilize the following grievance procedures in addition to its UCP when applicable.

## **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Don Beene  
Superintendent  
760-375-1010  
Don.beene@rcrealms.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. REALMS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

REALMS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

REALMS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may

file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to REALMS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or REALMS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. REALMS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of REALMS to provide the supportive measures.

### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of REALMS, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance

procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that REALMS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- REALMS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with REALMS' policies.
- REALMS may remove a respondent from REALMS' education program or activity on an emergency basis, in accordance with REALMS' policies, provided that REALMS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, REALMS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If REALMS offers such a process, it will do the following:
  - Provide the parties with advance written notice of:
    - The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and



- Obtain the parties' advance voluntary, written consent to the informal resolution process.
- REALMS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

• Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. REALMS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, REALMS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

• Dismissal of a Formal Complaint of Sexual Harassment

- If the investigation reveals that the alleged harassment did not occur in REALMS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable REALMS policy.
- REALMS may dismiss a formal complaint of sexual harassment if:
  - The complainant provides a written withdrawal of the complaint to the Coordinator;
  - The respondent is no longer employed or enrolled at REALMS; or
  - The specific circumstances prevent REALMS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, REALMS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

• Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- REALMS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of REALMS' code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from REALMS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by REALMS in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find REALMS' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of REALMS' decision or resolution, submit a written appeal to the President of the REALMS Governing Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and REALMS will implement appeal procedures equally for both parties.
- Within five (5) business days of REALMS' written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from REALMS' dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding

responsibility or dismissal was made, that could affect the outcome of the matter; and

- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- REALMS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

All records related to any investigation of complaints under this Policy are maintained in a secure location.

REALMS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal. • Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

**Title IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_ Date  
of Alleged Incident(s): \_\_\_\_\_  
Name of Person(s) you have a complaint against: \_\_\_\_\_  
List any witnesses that were present: \_\_\_\_\_  
Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize REALMS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_ Date: \_\_\_\_\_ Signature of  
Complainant

\_\_\_\_\_  
Print Name

To be completed by the Charter School:

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## **Attendance Policy**

School attendance is vital to a student's achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

### **Compulsory Attendance**

California compulsory education law requires everyone between the ages of 6-18 years of age to attend school.

### ***Attendance Matters!***

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now, so that they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It is the law. Parents and guardians are responsible for ensuring that their children go to school.

### ***Parents Influence Attendance - Get Involved!***

- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or email address.
- Communicate often with your child's teachers.
- Gain access to AERIES and monitor your child/children's up-to-the-minute progress online. Ask your school attendance clerk about AERIES.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is a valid justification for his or her absence. Do not allow your child to have "parent permitted truancies." These truancies are best described as absences for reasons other than what the law allows. They may include the following: personal business, car problems, no clean clothes and rain.

## **Definitions**

- "*Tardy*": REALMS starts at 7:55 AM. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- “*Truant*”: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Superintendent, Assistant Superintendent, or designee.
- “*Habitual Truant*”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- “*Chronic Truant*”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

### **Absences- Excused**

A pupil shall be excused from school when the absence is:

1. Due to his or her illness (note from parent), including an absence for the benefit of the pupil’s mental or behavioral health
2. Due to quarantine under the direction of a county or city health officer
3. For the purpose of having medical, dental, optometric or chiropractic services rendered (physicians note required)
4. For the purpose of attending the funeral services or grieving the death of either a member of the student’s immediate family or of a person that is determined by the pupil’s parent/guardian to be in such close association with the pupil to be considered “immediate family” so long as the absence is not more than five days per incident.
5. For a student to access services from a victim services organization, to access grief support services or to participate in safety planning or to take other actions to increase student safety, or that of an immediate family member, for up to three days.
6. For the purpose of spending time with a member of the pupil’s immediate family, who is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
7. Participation in religious instruction or exercises in accordance with this Policy. A student shall be excused for this purpose no more than (four) 4 school days per month.
8. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year

subject to the requirements of Education Code section 48225.5.

9. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
10. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Justifiable personal reasons when requested in writing and approved by the Superintendent or designee before the absence. Justifiable personal reasons include: Appearance in court; observation of a holiday or ceremony of the student's religion; attendance at religious retreats for no more than 4 hours during a semester.

### Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student.
  - b. Name of parent/guardian or parent representative.
  - c. Name of verifying employee.
  - d. Date or dates of absence; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
  - a. When excusing students for confidential medical services or verifying such appointments, REALMS staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. A healthcare provider's note of illness will be accepted for any reported absence of **3 or more continuous days**. Without this, the absences will be considered UNEXCUSED. When a student has had 14 **cumulative** absences in the school year for illness verified by methods listed in #1 - #3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider. Additionally, after **10 UNEXCUSED** absences, a healthcare provider's note will be required for each subsequent absence.

A pupil absent from school for the above excuse shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments, which is generally the equivalent to the number of days missed. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A pupil absent from school for unexcused reasons may make up the work by attending Saturday School if offered.

### **Attendance Recognition Program**

Individual attendance accolades will be awarded to students with perfect attendance throughout the school year. Perfect attendance means a student does not have any tardies and has not left school early. Regular and prompt attendance increases instructional time in the classroom, minimizes classroom interruptions, and fosters good lifelong habits.

### **Truant Procedures**

Any pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof is a truant and shall be reported to appropriate authorities, which may include the police and/or the District Attorney, consistent with the procedures below.

For more information about school attendance, please visit: [attendanceworks.org](http://attendanceworks.org)

### **Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When a student is not in attendance on the first five (5) days of school, REALMS will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the school of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance by the sixth (6<sup>th</sup>) day of school will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1<sup>st</sup>) day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll but have not attended by the third (3<sup>rd</sup>) day of school and do not have an excused absence will receive a letter indicating the student will be at risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5<sup>th</sup>) day of school and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6<sup>th</sup>) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The School will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

### **Involuntary Removal Process**



No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, or attorney and county social worker. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder or attorney and county social worker and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

### **Truancy Process During the School Year**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Superintendent or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Superintendent or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an email notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed

by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.

3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Reclassification Letter #3," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Superintendent or designee, student's teacher, registrar, and may include a counselor and other teachers who have knowledge of the situation and could provide support. The SART panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
  - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - i. Student retention
    - ii. After school detention program
    - iii. Required school counseling
    - iv. Loss of field trip privileges
    - v. Loss of school store privileges
    - vi. Loss of school event privileges
    - vii. Required remediation plan as set by the SART
    - viii. Notification to the District Attorney
  - c. The SART panel may discuss other school placement options.
  - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, REALMS will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the School with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommended that the student that the student be disenrolled in

compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

### **Referral to Appropriate Agencies or County District Attorney**

It is the Charter School's intent to identify and remove all barriers to the student's success, and REALMS will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

### **Reports**

The Superintendent, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

### **Suspension and Expulsion Policy**

This suspension and expulsion policy has been established in order to promote learning and protect the safety and wellbeing of all students at REALMS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as REALMS' policy and procedures for student suspension and expulsion. In creating this policy, REALMS has reviewed Education Code Sections 48900 *et seq.*, which describe the list of offenses and procedures for suspensions, expulsions, and involuntary removals for students attending non-charter public schools. REALMS' proposed list of offenses are those for non-charter public schools included in Education Code Sections 48900 *et seq.*, and REALMS believes such list provides adequate safety for students, staff and visitors at the school and serves the best interests of REALMS' students and their parents/guardians<sup>2</sup>.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. REALMS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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<sup>2</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom REALMS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. REALMS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom REALMS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

### **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at REALMS or at any other school (a pupil shall not be suspended/expelled based solely on the fact that they are truant, tardy, or otherwise absent from school activities), or 3) a REALMS-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses**

REALMS' list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Superintendent or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

### Notice to Parents/Guardians

At the time of suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date and time when the student may return following the suspension. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when REALMS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fail to attend the conference. This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

### Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the school work and homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a school work or homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the

student's overall grade in the class.

### **Authority to Expel**

A student may be expelled either by REALMS Board of Directors following a hearing before it or by REALMS Board of Directors upon the recommendation of an Administrative Panel to be assigned by REALMS Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and either a teacher of the student or a Board member of REALMS Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the REALMS Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of REALMS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at REALMS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

REALMS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the REALMS Board of Directors, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies,

which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. REALMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, REALMS must present evidence that the witness' presence is both desired by the witness and will be helpful to REALMS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the REALMS Board of Directors, Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

### **Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the REALMS Board of Directors who will make a final determination regarding the expulsion. The final decision by the REALMS Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the REALMS Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Superintendent or designee following a decision of REALMS Board of Directors to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with REALMS.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

### **Disciplinary Records**

REALMS shall maintain records of all student suspensions and expulsions at REALMS. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

### **Right to Appeal**

The student shall have a right to appeal REALMS Board of Directors' decision to expel to the Kern County Board of Education in accordance with Education Code Sections 48919-48924.

### **Expelled Students/Alternative Education**

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available including, but not limited to, programs within the County or their school district of residence.



## **Rehabilitation Plans**

Students who are expelled from REALMS shall be given a rehabilitation plan upon expulsion as developed by REALMS Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to REALMS for readmission.

## **Readmission**

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of REALMS Board of Directors following a meeting with the Superintendent and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent shall make a recommendation to the REALMS Board of Directors following the meeting regarding his or her determination. The readmission process shall reasonably align with that used by local school districts and no student shall be denied readmission because REALMS does not have space available.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **Notification of County**

REALMS shall immediately notify the County regarding any student with a disability or student who REALMS would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

### **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, REALMS, the parent/guardian, and relevant members of the IEP team/504 team shall review all relevant information in the student's file, including the student's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

If REALMS, the parent, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If REALMS, the parent, and relevant members of the IEP team/Section 504 team make the determination that the conduct was a manifestation of the student's disability, the IEP team/Section 504 team shall:

(a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that REALMS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and

Return the student to the placement from which the student was removed, unless the parent/guardian and REALMS agree to a change of placement as part of the modification of the behavioral intervention plan.

If REALMS, the parent/guardian and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 Plan, then REALMS may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **Due Process Appeals**

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or REALMS believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or REALMS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and REALMS agree otherwise.

### **Special Circumstances**

REALMS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP team/Section 504 team.

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities under the IDEA and who has violated REALMS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if REALMS had knowledge that the student was disabled before the behavior occurred.

REALMS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how

to write or has a disability that prevents a written statement, to REALMS supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the student.

3. The student's teacher, or other REALMS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other REALMS supervisory personnel.

If REALMS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If REALMS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. REALMS shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the educational placement determined by REALMS pending the results of the evaluation. REALMS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Involuntary Removal for Truancy**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

# PARENT/STUDENT HANDBOOK ACKNOWLEDGEMENT

**I acknowledge that I have received and read the REALMS Parent-Student Handbook.**

PLEASE PRINT STUDENT NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PLEASE PRINT PARENT NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report Certification**

Charter School Name: Ridgecrest Elementary Academy for  
(continued) \_\_\_\_\_  
CDS #: 1530500  
Charter Approving Entity: Kern County Office of Education  
County: Kern  
Charter #: 2050  
Fiscal Year: 2024-25

**CERTIFICATION OF FINANCIAL CONDITION**

- POSITIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**  
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:  
2024-25 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.  
Signed: Don Beene Date: 12/11/24  
Charter School Official  
(Original signature required)  
Print Name: Don Beene Title: Superintendent

To the County Superintendent of Schools:  
2024-25 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)  
Print Name: \_\_\_\_\_ Title: \_\_\_\_\_

For additional information on the First Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Vanessa Romero</u>	<u>Don Beene</u>
Name	Name
<u>District Fiscal Analyst</u>	<u>Superintendent</u>
Title	Title
<u>661-636-4185</u>	
Phone	Phone
<u>varomero@kern.org</u>	<u>donbeene@rcrealms.org</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

\_\_\_\_\_  
District Advisor

\_\_\_\_\_  
Date



<b>8. TOTAL EXPENDITURES</b>		3,130,485.00	1,553,615.00	4,684,100.00	930,891.12	333,148.07	1,284,036.19	3,197,232.00	1,209,848.15	4,407,081.15
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B3)</b>		175,615.00	(485,315.00)	(319,700.00)	2,006,962.22	(117,500.07)	1,888,562.15	(313,173.00)	(401,381.15)	(714,554.15)
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7830-7895			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8060-8999			-	623,286.61	(623,286.61)	-	(376,248.00)	376,248.00	-
4. TOTAL OTHER FINANCING SOURCES / USES				-	623,286.61	(623,286.61)	-	(376,248.00)	376,248.00	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		175,615.00	(485,315.00)	(319,700.00)	2,629,348.83	(740,786.68)	1,888,562.15	(689,419.00)	(25,133.15)	(714,554.15)
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9751	3,433,606.00	257,994.00	3,691,600.00	3,692,213.05	740,786.68	4,432,999.73	3,692,213.05	740,786.68	4,432,999.73
b. Adjustments to Beginning Balance	9793 9795	-	-	-	(1,830.00)	7,338.62	5,508.62	(1,830.00)	7,338.62	5,508.62
c. Adjusted Beginning Balance		3,433,606.00	257,994.00	3,691,600.00	3,690,383.05	748,125.30	4,438,508.35	3,690,383.05	748,125.30	4,438,508.35
2. Ending Fund Balance, June 30 (E + F 1 c)		3,608,221.00	(237,321.00)	3,371,900.00	6,319,731.88	7,338.62	6,327,070.50	3,000,964.05	722,990.15	3,723,954.20
Components of Ending Fund Balance:										
a. Nonspendable										
Resolving Cash (equals object 8130)	9711			-			-			-
Stress (equals object 8320)	9712			-			-			-
Proposed Expenditures (equals object 8330)	9713			-			-			-
AS Others	9719			-			-			-
b. Restricted	9740		(237,321.00)	(237,321.00)		7,338.62	7,338.62		722,990.15	722,990.15
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	187,400.00		187,400.00	37,921.09		37,921.09	132,212.43		132,212.43
Unassigned/Unappropriated Amount	9790	3,421,821.00		3,421,821.00	6,281,810.79		6,281,810.79	2,868,751.62		2,868,751.62

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
First Interim Report - Summary**

Charter School Name: Ridgecrest Elementary Acad  
(continued)  
CDS #: 1530500  
Charter Approving Entity: Kern County Office of Educati  
County: Kern  
Charter #: 2050  
Fiscal Year: 2024-25

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
<b>1. LCFF/Revenue Limit Sources</b>						
State Aid - Current Year	8011	2,776,100.00	590,536.98	2,484,712.00	(291,388.00)	-10.50%
Education Protection Account State Aid - Current Year	8012	49,500.00	9,773.00	44,800.00	(4,700.00)	-9.49%
State Aid - Prior Years	8019	62,300.00	-	-	(62,300.00)	(100%)
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	281,100.00	78,703.00	229,931.00	(51,169.00)	-18.20%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		3,169,000.00	679,012.98	2,759,443.00	(409,557.00)	-12.92%
<b>2. Federal Revenues</b>						
No Child Left Behind/Every Student Succeeds Act	8290	84,200.00	114,760.00	71,336.00	(12,864.00)	-15.28%
Special Education - Federal	8181, 8182	59,800.00	-	47,621.00	(12,179.00)	-20.37%
Child Nutrition - Federal	8220	95,200.00	-	85,000.00	(10,200.00)	-10.71%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	36,900.00	-	36,900.00	-	0.00%
Total, Federal Revenues		276,100.00	114,760.00	240,857.00	(35,243.00)	-12.76%
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	237,200.00	36,661.00	187,687.00	(49,513.00)	-20.87%
All Other State Revenues	StateRevAO	557,900.00	69,952.80	455,340.00	(102,560.00)	-18.38%
Total, Other State Revenues		795,100.00	106,613.80	643,027.00	(152,073.00)	-19.13%
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	124,200.00	2,252,211.56	49,200.00	(75,000.00)	-60.39%
Total, Local Revenues		124,200.00	2,252,211.56	49,200.00	(75,000.00)	-60.39%
<b>5. TOTAL REVENUES</b>		<b>4,364,400.00</b>	<b>3,152,598.34</b>	<b>3,692,527.00</b>	<b>(671,873.00)</b>	<b>-15.39%</b>
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	960,300.00	254,623.22	970,500.00	10,200.00	1.06%
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	420,400.00	103,883.32	309,100.00	(111,300.00)	-26.47%
Other Certificated Salaries	1900	-	-	-	-	-
Total, Certificated Salaries		1,380,700.00	358,506.54	1,279,600.00	(101,100.00)	-7.32%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	309,900.00	102,392.94	169,131.00	(140,769.00)	-45.42%
Non-certificated Support Salaries	2200	153,000.00	40,819.66	188,500.00	35,500.00	23.20%
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clencial and Office Salaries	2400	263,800.00	78,827.59	216,000.00	(47,800.00)	-18.12%
Other Non-certificated Salaries	2900	37,400.00	20,902.17	85,000.00	47,600.00	127.27%
Total, Non-certificated Salaries		764,100.00	242,942.36	658,631.00	(105,469.00)	-13.80%
<b>3. Employee Benefits</b>						
STRS	3101-3102	231,500.00	61,240.45	244,088.00	12,588.00	5.44%
PERS	3201-3202	222,200.00	61,667.30	161,570.00	(60,630.00)	-27.29%
OASDI / Medicare / Alternative	3301-3302	78,500.00	24,645.38	71,357.00	(7,143.00)	-9.10%
Health and Welfare Benefits	3401-3402	250,100.00	48,780.96	250,360.00	260.00	0.10%
Unemployment Insurance	3501-3502	1,100.00	292.74	2,191.00	1,091.00	99.18%
Workers' Compensation Insurance	3601-3602	26,600.00	-	-	(26,600.00)	(100%)
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		810,000.00	196,626.83	729,566.00	(80,434.00)	-9.93%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	64,300.00	41,635.54	50,941.00	(13,359.00)	-20.78%
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	190,200.00	8,295.16	220,218.15	30,018.15	15.78%
Noncapitalized Equipment	4400	11,900.00	32,834.15	35,000.00	23,100.00	194.12%
Food	4700	215,800.00	44,601.26	190,000.00	(25,800.00)	-11.96%
Total, Books and Supplies		482,200.00	127,366.11	496,159.15	13,959.15	2.89%



<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	233,100.00	-	-	(233,100.00)	(100%)
Travel and Conferences	5200	7,500.00	1,033.29	4,650.00	(2,850.00)	-38.00%
Dues and Memberships	5300	5,600.00	8,798.50	13,500.00	7,900.00	141.07%
Insurance	5400	37,200.00	-	-	(37,200.00)	(100%)
Operations and Housekeeping Services	5500	197,900.00	45,418.77	135,000.00	(62,900.00)	-31.78%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	150,400.00	47,952.07	95,000.00	(55,400.00)	-36.84%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	290,700.00	215,302.50	658,975.00	368,275.00	126.69%
Communications	5900	8,700.00	2,069.22	-	(8,700.00)	(100%)
<b>Total, Services and Other Operating Expenditures</b>		<b>931,100.00</b>	<b>320,574.35</b>	<b>907,125.00</b>	<b>(23,975.00)</b>	<b>-2.57%</b>
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	18,020.00	20,000.00	20,000.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	316,000.00	-	316,000.00	-	0.00%
<b>Total, Capital Outlay</b>		<b>316,000.00</b>	<b>18,020.00</b>	<b>336,000.00</b>	<b>20,000.00</b>	<b>6.33%</b>
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
<b>Total, Other Outgo</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>8. TOTAL EXPENDITURES</b>		<b>4,684,100.00</b>	<b>1,264,036.19</b>	<b>4,407,081.15</b>	<b>(277,018.85)</b>	<b>-5.91%</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>(319,700.00)</b>	<b>1,888,562.15</b>	<b>(714,554.15)</b>	<b>(394,854.15)</b>	<b>123.51%</b>
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
<b>4. TOTAL OTHER FINANCING SOURCES / USES</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		<b>(319,700.00)</b>	<b>1,888,562.15</b>	<b>(714,554.15)</b>	<b>(394,854.15)</b>	<b>123.51%</b>
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	3,691,600.00	4,432,999.73	4,432,999.73	741,399.73	20.08%
b. Adjustments/Restatements	9793, 9795	-	5,508.62	5,508.62	5,508.62	New
c. Adjusted Beginning Fund Balance		<b>3,691,600.00</b>	<b>4,438,508.35</b>	<b>4,438,508.35</b>		
2. Ending Fund Balance, June 30 (E + F.1.c.)		<b>3,371,900.00</b>	<b>6,327,070.50</b>	<b>3,723,954.20</b>		
<b>Components of Ending Fund Balance :</b>						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	(237,321.00)	7,338.62	722,990.15	960,311.15	-404.65%
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	187,400.00	37,921.09	132,212.43	(55,187.57)	-29.45%
Unassigned/Unappropriated Amount	9790	3,421,821.00	6,281,810.79	2,868,751.62	(553,069.38)	-16.16%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
First Interim Report - MYP**

Charter School Name: Ridgecrest Elementary Academ  
(continued)

CDS #: 1530500

Charter Approving Entity: Kern County Office of Education

County: Kern

Charter #: 2050

Fiscal Year: 2024-25

This charter school uses the following basis of accounting

**Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499 and 9660-9669)

**Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,484,712.00	0.00	2,484,712.00	2,556,852.00	2,623,828.00
Education Protection Account State Aid - Current Year	8012	44,800.00	0.00	44,800.00	44,800.00	44,800.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	229,931.00	0.00	229,931.00	229,931.00	229,931.00
Other LCFF Transfers	8091 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		2,759,443.00	0.00	2,759,443.00	2,831,583.00	2,898,559.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	71,336.00	71,336.00	58,934.00	58,934.00
Special Education - Federal	8181 8182	0.00	47,621.00	47,621.00	47,621.00	47,621.00
Child Nutrition - Federal	8220	0.00	85,000.00	85,000.00	85,000.00	85,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110 8260-8299	36,900.00	0.00	36,900.00	0.00	0.00
Total Federal Revenues		36,900.00	203,957.00	240,857.00	191,555.00	191,555.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	187,687.00	187,687.00	187,687.00	187,687.00
All Other State Revenues	StateRevAO	38,516.00	416,824.00	455,340.00	375,402.00	375,402.00
Total, Other State Revenues		38,516.00	604,511.00	643,027.00	563,089.00	563,089.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	49,200.00	0.00	49,200.00	10,000.00	10,000.00
Total, Local Revenues		49,200.00	0.00	49,200.00	10,000.00	10,000.00
5. TOTAL REVENUES		2,884,059.00	808,468.00	3,692,527.00	3,596,227.00	3,663,203.00
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	810,000.00	160,500.00	970,500.00	982,631.25	994,914.14
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	309,100.00	0.00	309,100.00	312,963.75	316,875.80
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,119,100.00	160,500.00	1,279,600.00	1,295,595.00	1,311,789.94
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	81,000.00	88,131.00	169,131.00	171,245.14	173,385.70
Non-certificated Support Salaries	2200	142,500.00	46,000.00	188,500.00	190,856.25	193,241.95
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	215,000.00	1,000.00	216,000.00	218,700.00	221,433.75
Other Non-certificated Salaries	2900	70,000.00	15,000.00	85,000.00	86,062.50	87,138.28
Total, Non-certificated Salaries		508,500.00	150,131.00	658,631.00	666,863.89	675,199.69

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	215,337.00	28,751.00	244,088.00	247,139.10	250,228.34
PERS	3201-3202	126,669.00	34,901.00	161,570.00	163,589.63	165,634.50
OASDI / Medicare / Alternative	3301-3302	57,729.00	13,628.00	71,357.00	72,248.96	73,152.07
Health and Welfare Benefits	3401-3402	210,000.00	40,360.00	250,360.00	257,870.80	261,094.19
Unemployment Insurance	3501-3502	2,025.00	168.00	2,193.00	2,191.00	2,218.39
Workers' Compensation Insurance	3601-3602	0.00	0.00	0.00	0.00	0.00
OPEB - Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB - Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		611,760.00	117,806.00	729,566.00	743,039.49	752,327.48
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	35,850.00	15,091.00	50,941.00	52,469.23	54,043.31
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	135,101.00	85,117.15	220,218.15	228,824.69	233,629.44
Noncapitalized Equipment	4400	0.00	35,000.00	35,000.00	36,050.00	37,131.50

Food	4700	0.00	190,000.00	190,000.00	195,700.00	201,571.00
Total, Books and Supplies		170,951.00	325,208.15	496,159.15	511,043.92	526,375.24
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	4,500.00	150.00	4,650.00	5,000.00	5,200.00
Dues and Memberships	5300	8,500.00	5,000.00	13,500.00	14,000.00	15,000.00
Insurance	5400	0.00	0.00	0.00	0.00	0.00
Operations and Housekeeping Services	5500	15,000.00	120,000.00	135,000.00	139,050.00	143,221.50
Rentals, Leases, Repairs, and Noncap Improvements	5600	20,000.00	75,000.00	95,000.00	105,000.00	107,800.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	
Professional/Consulting Services and Operating Expend. Communications	5800	422,921.00	236,054.00	658,975.00	625,000.00	632,812.50
	5900	0.00	0.00	0.00	0.00	0.00
Total, Services and Other Operating Expenditures		470,921.00	436,204.00	907,125.00	888,050.00	904,034.00
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	20,000.00	20,000.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	316,000.00	0.00	316,000.00	300,000.00	280,000.00
Total, Capital Outlay		316,000.00	20,000.00	336,000.00	300,000.00	280,000.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec Ed	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		3,197,232.00	1,209,849.15	4,407,081.15	4,404,592.30	4,449,726.35
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A6-B8)</b>		(313,173.00)	(401,381.15)	(714,554.15)	(808,365.30)	(786,523.35)

Description	Object Code	FY 2024-25			Totals for 2025-26	Totals for 2026-27
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(376,246.00)	376,246.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(376,246.00)	376,246.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(689,419.00)	(25,135.15)	(714,554.15)	(808,365.30)	(786,523.35)
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	3,692,213.05	740,786.68	4,432,999.73	3,723,954.20	2,915,588.90
b. Adjustments to Beginning Balance	9793, 9795	(1,830.00)	7,338.62	5,508.62		
c. Adjusted Beginning Balance		3,690,383.05	748,125.30	4,438,508.35	3,723,954.20	2,915,588.90
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,000,964.05	722,990.15	3,723,954.20	2,915,588.90	2,129,065.55
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740	0.00	722,990.15	722,990.15	722,990.15	722,990.15
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9769	132,212.43	0.00	132,212.43	132,137.77	133,491.79
Unassigned/Unappropriated Amount	9790	2,868,751.62	0.00	2,868,751.62	2,060,460.98	1,272,583.61

Account classifications selected  
 FD-RESC-Y-OBUT-SO-GOAL-FUNC-STE-T2-TY3-TYP4

Field ranges selected  
 FI RANGE

1.	01-????-?-????-??-????-??-??-??-????-????	Sort / Rollup on	RESOURCE
2.	-	Page Break on	RESOURCE
3.	-	FY Start Date	07/01/2024
4.	-	Budget Type	Working
5.	-	Include Budget Trfrs	N
6.	-	Budget Detail	Not Included
7.	-	Warnings Only	N
8.	-	Restricted Fld Nbr	02 RESOURCE
9.	-	Separation Option	No Separation of Restricted and UnRestricted
10.	-	Extraction Type	Restricted and UnRestricted
		GL Transactions	Approved Only
		Pre-Encumbrances	Included
		Account Description	Not Shown
		Detail line format	1 OBJECT
		Print Revenue Sub Totals	N
		Report prepared	DECEMBER 23, 2024, 12:10 AM

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:0000 NO REPORTING REQUIREMENT

OBJECT CLASSIFICATION	EXPENSED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
	WORKING BUDGET	CURRENT					
8011 State Aid	2,484,712.00	780,352.65	780,352.65	31.4	0.00	1,704,359.35	68.5
8096 CHARTER IN LIQU PROPERTY TAX	229,931.00	114,221.00	114,221.00	49.6	0.00	115,710.00	50.3
8110 MAINTENANCE & OPER (PL 81-874)	36,900.00	0.00	0.00	.0	0.00	36,900.00	100.0
8550 MANDATED COST REIMBURSEMENTS	3,921.00	3,921.00	3,921.00	100.0	0.00	0.00	.0
8590 ALL OTHER STATE REVENUES	0.00	503.50	503.50	100.0	0.00	503.50	.0
8660 INTEREST	49,200.00	15,914.86	15,914.86	32.3	0.00	33,285.14	67.6
8699 ALL OTHER LOCAL REVENUES	0.00	2,237,566.81	2,237,566.81	100.0	0.00	2,237,566.81	.0
8980 CONTRIBUTIONS FR UNRESTR REV	376,246.00	0.00	0.00	0.00	0.00	376,246.00	.0
TOTAL: 8xxx	2,428,418.00	3,152,479.92	3,152,479.82	100.0	0.00	724,061.82	.0
1100 CERTIFICATED TEACHERS SALARIES	810,000.00	389,712.42	389,712.42	48.1	0.00	420,287.58	51.8
1300 CERTIFICATED SUPERV & ADM SAL	399,100.00	156,799.98	156,799.98	50.7	0.00	152,300.02	49.2
TOTAL: 1xxx	1,119,100.00	546,512.40	546,512.40	48.8	0.00	572,587.60	51.1
2100 INSTRUCTIONAL AIDE SALARIES	81,000.00	115,383.30	115,383.30	100.0	0.00	34,383.30	.0
2200 CLASSIFIED SUPPORT SALARIES	142,500.00	41,521.80	41,521.80	29.1	0.00	100,978.20	70.8
2400 CLERICAL & OFFICE SALARIES	215,000.00	120,585.00	120,585.00	56.0	0.00	94,415.00	43.9
2900 OTHER CLASSIFIED SALARIES	70,000.00	24,648.38	24,648.38	35.2	0.00	45,351.62	64.7
TOTAL: 2xxx	508,500.00	302,138.48	302,138.48	59.4	0.00	206,361.52	40.5
3101 STRS CERTIFICATED	215,337.00	0.00	0.00	.0	0.00	215,337.00	100.0
3199 STRS UNMAPPED ACCT	0.00	94,131.68	94,131.68	100.0	0.00	94,131.68	.0
3202 PERS CLASSIFIED	126,669.00	1,355.69	1,355.69	1.0	0.00	125,313.31	98.9
3299 PERS UNMAPPED ACCT	0.00	78,972.56	78,972.56	100.0	0.00	78,972.56	.0
3304 SOCIAL SECURITY CLASSIFIED	33,500.00	310.73	310.73	.9	0.00	33,189.27	99.0
3311 MEDICARE CERTIFICATED	16,724.00	0.00	0.00	.0	0.00	16,724.00	100.0
3312 MEDICARE CLASSIFIED	7,505.00	72.68	72.68	.9	0.00	7,432.32	99.0
3399 CASDI/MEDICARE UNMAPPED ACCT	0.00	32,144.62	32,144.62	100.0	0.00	32,144.62	.0
3401 HEALTH & WELFARE CERTIFICATED	113,000.00	0.00	0.00	.0	0.00	97,000.00	100.0
3402 HEALTH & WELFARE CLASSIFIED	0.00	58,133.61	58,133.61	100.0	0.00	113,000.00	100.0
3499 H/W UNMAPPED ACCT	1,765.00	0.00	0.00	.0	0.00	58,133.61	.0
3501 UNEMPLOYMENT - CERTIFICATED	260.00	2.51	2.51	.9	0.00	1,765.00	100.0
3502 UNEMPLOYMENT - CLASSIFIED	0.00	412.54	412.54	100.0	0.00	257.49	99.0
3599 SUI UNMAPPED ACCT	611,760.00	265,536.62	265,536.62	43.4	0.00	412.54	.0
TOTAL: 3xxx	611,760.00	265,536.62	265,536.62	43.4	0.00	346,223.38	56.5
4100 TEXTBOOKS	0.00	10,219.62	10,219.62	100.0	0.00	10,219.62	.0
4200 BOOKS OTHER THAN TEXTBOOKS	0.00	20.46	20.46	100.0	0.00	20.46	.0
4300 SUPPLIES	110,084.00	11,497.15	11,497.15	10.4	0.00	98,586.85	89.5
4400 NON-CAPITALIZED EQUIPMENT	0.00	700.00	700.00	100.0	0.00	700.00	.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:0000 NO REPORTING REQUIREMENT

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
4700 FOOD	0.00	540.68	540.68	100.0	0.00	540.68	.0
TOTAL: 4xxx	110,084.00	22,977.91	22,977.91	20.8	0.00	87,106.09	79.1
5200 TRAVEL & CONFERENCE	4,500.00	2,500.29	2,500.29	55.5	0.00	1,999.71	44.4
5300 FEES & MEMBERSHIPS	8,500.00	6,209.90	6,209.90	73.0	0.00	2,290.10	26.9
5500 OPERATION & HOUSEKEEPING SERV	15,000.00	7,979.22	7,979.22	53.1	0.00	7,020.78	46.8
5600 RENTALS, LEASES & REPAIRS	20,000.00	7,294.68	7,294.68	36.4	0.00	12,705.32	63.5
5800 PROFES'L/CONSULTG SVCS/OF EXP	422,921.00	221,780.06	221,780.06	52.4	0.00	201,140.94	47.5
5900 COMMUNICATIONS	0.00	4,595.98	4,595.98	100.0	0.00	4,595.98	.0
TOTAL: 5xxx	470,921.00	250,360.13	250,360.13	53.1	0.00	220,560.87	46.8
TOTAL: 1xxx - 5xxx	2,820,365.00	1,387,525.54	1,387,525.54	49.1	0.00	1,432,839.46	50.9
6500 EQUIPMENT REPLACEMENT	316,000.00	0.00	0.00	.0	0.00	316,000.00	100.0
TOTAL: 6xxx	316,000.00	0.00	0.00	.0	0.00	316,000.00	100.0
TOTAL: 1xxx - 6xxx	3,136,365.00	1,387,525.54	1,387,525.54	44.2	0.00	1,748,839.46	55.7
0000 RESOURCE TOTALS (INCOME)	2,488,418.00	3,152,479.82	3,152,479.82	100.0	0.00	724,061.82	.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:0000 NO REPORTING REQUIREMENT Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	2,428,418.00	3,152,479.82	3,152,479.82	100.0	0.00	724,061.82	.0
TOTAL: 1xxx - 5xxx	2,820,365.00	1,387,525.54	1,387,525.54	49.1	0.00	1,432,839.46	50.8
TOTAL: 1xxx - 6xxx	3,136,365.00	1,387,525.54	1,387,525.54	44.2	0.00	1,748,839.46	55.7
TOTAL: 1xxx - 7xxx	3,136,365.00	1,387,525.54	1,387,525.54	44.2	0.00	1,748,839.46	55.7
TOTAL EXPENSES ( 1000 - 7999 )	3,136,365.00	1,387,525.54	1,387,525.54	44.2	0.00	1,748,839.46	55.7

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:1100 STATE LOTTERY

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8560 STATE LOTTERY REVENUE	34,595.00	5,728.80	5,728.80	16.5	0.00	28,866.20	83.4
TOTAL: 8xxx	34,595.00	5,728.80	5,728.80	16.5	0.00	28,866.20	83.4
4100 TEXTBOOKS	35,850.00	46,458.23	46,458.23	100.0	0.00	10,608.23	.0
4300 SUPPLIES	25,017.00	97.18	97.18	.3	0.00	24,919.82	99.6
TOTAL: 4xxx	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59	23.5
TOTAL: 1xxx - 5xxx	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59	23.5
1100 RESOURCE TOTALS (INCOME)	34,595.00	5,728.80	5,728.80	16.5	0.00	28,866.20	83.4



070 RIDGECREST ELEMENTARY (REALMS) J92842

RUDGET REPORT

FROM 07/01/2024 TO 06/30/2025

2024-25 Budget Report By Resou

RESOURCE:1100 STATE LOTTERY

Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	34,595.00	5,728.80	5,728.80	16.5	0.00	28,866.20 83.4
TOTAL: 1xxx - 5xxx	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59 23.5
TOTAL: 1xxx - 6xxx	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59 23.5
TOTAL: 1xxx - 7xxx	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59 23.5
TOTAL EXPENSES ( 1000 - 7999 )	60,867.00	46,555.41	46,555.41	76.4	0.00	14,311.59 23.5

070 RIDGECREST ELEMENTARY (REALMS) J92842

BUDGET REPORT

FROM 07/01/2024 TO 06/30/2025

2024-25 Budget Report By Resou

RESOURCE:1400 EPA Funds

OBJECT CLASSIFICATION	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
	WORKING BUDGET	CURRENT				
8012 EPA Entitlement	44,800.00	9,773.00	9,773.00	21.8	0.00	35,027.00 78.1
TOTAL: 8xxx	44,800.00	9,773.00	9,773.00	21.8	0.00	35,027.00 78.1
1400 RESOURCE TOTALS (INCOME)	44,800.00	9,773.00	9,773.00	21.8	0.00	35,027.00 78.1

2024-25 Budget Report By Regou      FROM 07/01/2024 TO 06/30/2025

RESOURCE:1400      EPA Funds      Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDEED/RECEIVED CURRENT	YEAR TO DATE	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	44,800.00	9,773.00	9,773.00	0.00	35,027.00	78.1
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	0.00	0.00	.0
TOTAL EXPENSES ( 1000 - 7999 )	0.00	0.00	0.00	0.00	0.00	.0

FWD-BET REPORT FROM 07/01/2024 TO 06/30/2025  
 2024-25 Budget Report By Rescu

RESOURCE:2600 Expanded Learning Opp Program

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8590 ALL OTHER STATE REVENUES	174,305.00	64,491.00	64,491.00	36.9	0.00	109,814.00	63.0
TOTAL: 8xxx	174,305.00	64,491.00	64,491.00	36.9	0.00	109,814.00	63.0
1100 CERTIFICATED TEACHERS SALARIES	26,000.00	7,933.97	7,933.97	30.5	0.00	18,066.03	69.4
TOTAL: 1xxx	26,000.00	7,933.97	7,933.97	30.5	0.00	18,066.03	69.4
2100 INSTRUCTIONAL AIDE SALARIES	48,600.00	26,923.53	26,923.53	55.3	0.00	21,676.47	44.6
2200 CLASSIFIED SUPPORT SALARIES	1,000.00	50.83	50.83	5.0	0.00	949.17	94.9
2400 CLERICAL & OFFICE SALARIES	1,000.00	335.17	335.17	33.5	0.00	664.83	66.4
2900 OTHER CLASSIFIED SALARIES	15,000.00	8,713.29	8,713.29	58.0	0.00	6,286.71	41.9
TOTAL: 2xxx	65,600.00	36,022.82	36,022.82	54.9	0.00	29,577.18	45.0
3101 STRS CERTIFICATED	4,971.00	0.00	0.00	.0	0.00	4,971.00	100.0
3199 STRS UNMAPPED ACCT	0.00	1,423.05	1,423.05	100.0	0.00	1,423.05	.0
3202 PERS CLASSIFIED	12,720.00	0.00	0.00	.0	0.00	12,720.00	100.0
3299 PERS UNMAPPED ACCT	0.00	6,728.56	6,728.56	100.0	0.00	6,728.56	.0
3302 SOCIAL SECURITY CLASSIFIED	3,803.00	0.00	0.00	.0	0.00	3,803.00	100.0
3311 MEDICARE CERTIFICATED	385.00	0.00	0.00	.0	0.00	385.00	100.0
3312 MEDICARE CLASSIFIED	1,060.00	0.00	0.00	.0	0.00	1,060.00	100.0
3399 GASDI/MEDICARE UNMAPPED ACCT	5,000.00	2,813.18	2,813.18	100.0	0.00	2,186.82	.0
3402 HEALTH & WELFARE CLASSIFIED	0.00	5,224.25	5,224.25	100.0	0.00	5,224.25	.0
3499 H/W UNMAPPED ACCT	20.00	0.00	0.00	.0	0.00	20.00	100.0
3501 UNEMPLOYMENT - CERTIFICATED	41.00	0.00	0.00	.0	0.00	41.00	100.0
3502 UNEMPLOYMENT - CLASSIFIED	0.00	21.35	21.35	100.0	0.00	21.35	.0
3599 SUI UNMAPPED ACCT	28,000.00	16,210.39	16,210.39	57.8	0.00	11,789.61	42.1
TOTAL: 3xxx	10,505.00	600.13	600.13	5.7	0.00	9,904.87	94.2
4300 SUPPLIES	10,505.00	600.13	600.13	5.7	0.00	9,904.87	94.2
TOTAL: 4xxx	10,505.00	600.13	600.13	5.7	0.00	9,904.87	94.2
5800 PROFES'L/CONSULTG SVCS/OP EXP	28,200.00	13,644.91	13,644.91	48.3	0.00	14,555.09	51.6
TOTAL: 5xxx	28,200.00	13,644.91	13,644.91	48.3	0.00	14,555.09	51.6
TOTAL: 1xxx - 5xxx	158,305.00	74,412.22	74,412.22	47.0	0.00	83,892.78	52.9
2600 RESOURCE TOTALS (INCOME)	174,305.00	64,491.00	64,491.00	36.9	0.00	109,814.00	63.0

2024-25 Budget Report By Renou FROM 07/01/2024 TO 06/30/2025

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	174,305.00	64,491.00	64,491.00	36.9	0.00	109,814.00	63.0
TOTAL: 1xxx - 5xxx	158,305.00	74,412.22	74,412.22	47.0	0.00	83,892.78	52.9
TOTAL: 1xxx - 6xxx	158,305.00	74,412.22	74,412.22	47.0	0.00	83,892.78	52.9
TOTAL: 1xxx - 7xxx	158,305.00	74,412.22	74,412.22	47.0	0.00	83,892.78	52.9
TOTAL EXPENSES ( 1000 - 7999 )	158,305.00	74,412.22	74,412.22	47.0	0.00	83,892.78	52.9

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE: 3010 IASA-TL I BSC GR LOW INC/NEGLE

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUES	43,016.00	0.00	0.00	.0	0.00	43,016.00	100.0
8990 CONTRIBUTIONS FROM REST REV	15,918.00	0.00	0.00	.0	0.00	15,918.00	100.0
TOTAL: 8xxx	58,934.00	0.00	0.00	.0	0.00	58,934.00	100.0
1100 CERTIFICATED TEACHERS SALARIES	44,500.00	15,146.50	15,146.50	34.0	0.00	29,353.50	65.9
TOTAL: 1xxx	44,500.00	15,146.50	15,146.50	34.0	0.00	29,353.50	65.9
3101 STRS CERTIFICATED	8,500.00	0.00	0.00	.0	0.00	8,500.00	100.0
3199 STRS UNMAPPED ACCT	0.00	2,892.98	2,892.98	100.0	0.00	2,892.98	.0
3311 MEDICARE CERTIFICATED	648.00	0.00	0.00	.0	0.00	648.00	100.0
3399 GASDI/MEDICARE UNMAPPED ACCT	0.00	219.62	219.62	100.0	0.00	219.62	.0
3501 UNEMPLOYMENT - CERTIFICATED	22.00	0.00	0.00	.0	0.00	22.00	100.0
3599 SUI UNMAPPED ACCT	0.00	7.57	7.57	100.0	0.00	7.57	.0
TOTAL: 3xxx	9,170.00	3,120.17	3,120.17	34.0	0.00	6,049.83	65.9
4300 SUPPLIES	4,314.15	4,186.00	4,186.00	97.0	0.00	128.15	2.9
TOTAL: 4xxx	4,314.15	4,186.00	4,186.00	97.0	0.00	128.15	2.9
TOTAL: 1xxx - 5xxx	57,984.15	22,452.67	22,452.67	38.7	0.00	35,531.48	61.2
3010 RESOURCE TOTALS (INCOME)	58,934.00	0.00	0.00	.0	0.00	58,934.00	100.0

070 RIDGECREST ELEMENTARY (REALMS) J92842

BUDGET REPORT

2024--25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3010 IASA-TL I BSC GF LOW INC/NEGLE Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDEE/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	58,934.00	0.00	0.00	.0	0.00	58,934.00	100.0
TOTAL: 1xxx - 5xxx	57,984.15	22,452.67	22,452.67	38.7	0.00	35,531.48	61.2
TOTAL: 1xxx - 6xxx	57,984.15	22,452.67	22,452.67	38.7	0.00	35,531.48	61.2
TOTAL: 1xxx - 7xxx	57,984.15	22,452.67	22,452.67	38.7	0.00	35,531.48	61.2
TOTAL EXPENSES ( 1000 - 7999 )	57,984.15	22,452.67	22,452.67	38.7	0.00	35,531.48	61.2

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3182 COMP SUPPORT & IMPROVEMENT

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
		CURRENT	%				
8290 ALL OTHER FEDERAL REVENUES	12,402.00	117,031.00	100.0	117,031.00	100.0	0.00	104,629.00-
TOTAL: 8xxx	12,402.00	117,031.00	100.0	117,031.00	100.0	0.00	104,629.00-
2100 INSTRUCTIONAL AIDE SALARIES	9,531.00	20,483.26	100.0	20,483.26	100.0	0.00	10,952.26-
TOTAL: 2xxx	9,531.00	20,483.26	100.0	20,483.26	100.0	0.00	10,952.26-
3299 PERS UNMAPPED ACCT	2,136.00	4,462.79	100.0	4,462.79	100.0	0.00	2,326.79-
3399 CASDI/MEDICARE UNMAPPED ACCT	729.00	1,566.95	100.0	1,566.95	100.0	0.00	837.95-
3599 SUI UNMAPPED ACCT	6.00	10.23	100.0	10.23	100.0	0.00	4.23-
TOTAL: 3xxx	2,871.00	6,039.97	100.0	6,039.97	100.0	0.00	3,168.97-
TOTAL: 1xxx - 5xxx	12,402.00	26,523.23	100.0	26,523.23	100.0	0.00	14,121.23-
3182 RESOURCE TOTALS (INCOME)	12,402.00	117,031.00	100.0	117,031.00	100.0	0.00	104,629.00-



070 RIDGECREST ELEMENTARY (REALMS) J92842 BUDGET REPORT

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3182 COMP SUPPORT & IMPROVEMENT Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	12,402.00	117,031.00	117,031.00	100.0	0.00	104,629.00-	.0
TOTAL: 1xxx - 5xxx	12,402.00	26,523.23	26,523.23	100.0	0.00	14,121.23-	.0
TOTAL: 1xxx - 6xxx	12,402.00	26,523.23	26,523.23	100.0	0.00	14,121.23-	.0
TOTAL: 1xxx - 7xxx	12,402.00	26,523.23	26,523.23	100.0	0.00	14,121.23-	.0
TOTAL EXPENSES ( 1000 - 7999 )	12,402.00	26,523.23	26,523.23	100.0	0.00	14,121.23-	.0

BUDGET REPORT

070 RIDCREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3310 SP ED-BASIC GRN ENT PL94-142

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8181 SPEC EDUC-ENT PER UDC	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0
TOTAL: 8xxx	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0
5800 PROFES'L/CONSULTS SVCS/OP EXP	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0
TOTAL: 5xxx	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0
TOTAL: 1xxx - 5xxx	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0
3310 RESOURCE TOTALS (INCOME)	45,735.00	0.00	0.00	.0	0.00	45,735.00	100.0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

FROM 07/01/2024 TO 06/30/2025

2024-25 Budget Report By Resou

Summary

RESOURCE:3110 SF ED-BASIC GRT ENT PL94-142

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE %	ENCUMBERED	UNENCUMBERED BALANCE %
TOTAL INCOME ( 8000 - 8999 )	45,735.00	0.00	0.00 .0	0.00	45,735.00 100.0
TOTAL: 1xxx - 5xxx	45,735.00	0.00	0.00 .0	0.00	45,735.00 100.0
TOTAL: 1xxx - 6xxx	45,735.00	0.00	0.00 .0	0.00	45,735.00 100.0
TOTAL: 1xxx - 7xxx	45,735.00	0.00	0.00 .0	0.00	45,735.00 100.0
TOTAL EXPENSES ( 1000 - 7999 )	45,735.00	0.00	0.00 .0	0.00	45,735.00 100.0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3327 SPECIAL ED: IDEA MENTAL HEALTH

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8182 SPEC ED-DISCRETIONARY GRANTS	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0
TOTAL: 8xxx	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0
5800 PROFES'L/CONSULTG SVCS/OP EXP	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0
TOTAL: 5xxx	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0
TOTAL: 1xxx - 5xxx	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0
3327 RESOURCE TOTALS (INCOME)	1,886.00	0.00	0.00	.0	0.00	1,886.00	100.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:3327 SPECIAL ED: IDEA MENTAL HEALTH Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	1,886.00	0.00	0.00	0.00	1,886.00	100.0
TOTAL: 1xxx - 5xxx	1,886.00	0.00	0.00	0.00	1,886.00	100.0
TOTAL: 1xxx - 6xxx	1,886.00	0.00	0.00	0.00	1,886.00	100.0
TOTAL: 1xxx - 7xxx	1,886.00	0.00	0.00	0.00	1,886.00	100.0
TOTAL EXPENSES ( 1000 - 7999 )	1,886.00	0.00	0.00	0.00	1,886.00	100.0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:4035 TEACHER QUALITY TITLE 2 PART A

OBJECT CLASSIFICATION	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
	WORKING BUDGET	CURRENT				
8290 ALL OTHER FEDERAL REVENUES	0.00	131.00	131.00	100.0	0.00	131.00-
TOTAL: 8XXX	0.00	131.00	131.00	100.0	0.00	131.00-
4035 RESOURCE TOTALS (INCOME)	0.00	131.00	131.00	100.0	0.00	131.00-

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:4035 TEACHER QUALITY TITLE 2 PART A Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	0.00	131.00	131.00	100.0	0.00	131.00-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES ( 1000 - 7999 )	0.00	0.00	0.00	.0	0.00	0.00	.0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:4126 LOW INCOME SCHOOL PROGRAM (VI)

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUES	5,918.00	0.00	0.00	.0	0.00	5,918.00	100.0
8990 CONTRIBUTIONS FROM REST REV	5,918.00-	0.00	0.00	100.0	0.00	5,918.00-	.0
TOTAL: 8xxx	0.00	0.00	0.00	.0	0.00	0.00	.0



2024-25 Budget Report By Rescu FROM 07/01/2024 TO 06/30/2025

RESOURCE: 4126 LOW INCOME SCHOOL PROGRAM (VI) Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	0.00	0.00	0.00	0.00	0.00 .0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	0.00	0.00 .0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	0.00	0.00 .0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	0.00	0.00 .0
TOTAL EXPENSES ( 1000 - 7999 )	0.00	0.00	0.00	0.00	0.00 .0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

OBJECT CLASSIFICATION	EXPENDET/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
	WORKING BUDGET	CURRENT					
8290 ALL OTHER FEDERAL REVENUES	10,000.00	10,000.00	10,000.00	100.0	0.00	0.00	.0
8990 CONTRIBUTIONS FROM REST REV	10,000.00-	0.00	0.00	100.0	0.00	10,000.00-	.0
TOTAL: 8xxx	0.00	10,000.00	10,000.00	100.0	0.00	10,000.00-	.0
4127 RESOURCE TOTALS (INCOME)	0.00	10,000.00	10,000.00	100.0	0.00	10,000.00-	.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025  
 RESOURCE: 4127 TITLE IV-STU SUPP ACA ENR Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDEL/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	0.00	10,000.00	10,000.00	100.0	0.00	10,000.00-.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00 .0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00 .0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00 .0
TOTAL EXPENSES ( 1000 - 7999 )	0.00	0.00	0.00	.0	0.00	0.00 .0

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED		YEAR TO DATE	ENCUMBERED	UNENCUMBERED BALANCE
		CURRENT				
8220 CHILD NUTRITION PROGRAMS	85,000.00	0.00		0.00	0.00	85,000.00 100.0
8520 CHILD NUTRITION	115,000.00	0.00		0.00	0.00	115,000.00 100.0
8980 CONTRIBUTIONS FR UNRESTR REV	60,000.00	0.00		0.00	0.00	60,000.00 100.0
TOTAL: 8xxx	260,000.00	0.00		0.00	0.00	260,000.00 100.0
2200 CLASSIFIED SUPPORT SALARIES	45,000.00	18,905.76		18,905.76	0.00	26,094.24 57.9
TOTAL: 2xxx	45,000.00	18,905.76		18,905.76	0.00	26,094.24 57.9
3202 PERS CLASSIFIED	11,930.00	0.00		0.00	0.00	11,930.00 100.0
3299 PERS UNMAPPED ACCT	0.00	4,924.67		4,924.67	0.00	4,924.67 .0
3302 SOCIAL SECURITY CLASSIFIED	2,908.00	0.00		0.00	0.00	2,908.00 100.0
3312 MEDICARE CLASSIFIED	640.00	0.00		0.00	0.00	640.00 100.0
3399 GASDI/MEDICARE UNMAPPED ACCT	0.00	1,373.91		1,373.91	0.00	1,373.91 .0
3402 HEALTH & WELFARE CLASSIFIED	7,500.00	0.00		0.00	0.00	7,500.00 100.0
3499 H/W UNMAPPED ACCT	0.00	6,318.47		6,318.47	0.00	6,318.47 .0
3502 UNEMPLOYMENT - CLASSIFIED	22.00	0.00		0.00	0.00	22.00 100.0
3599 SUI UNMAPPED ACCT	0.00	8.97		8.97	0.00	8.97 .0
TOTAL: 3xxx	23,000.00	12,625.02		12,626.02	0.00	10,373.98 45.1
4700 FOOD	190,000.00	65,622.86		65,622.86	0.00	124,377.14 65.4
TOTAL: 4xxx	190,000.00	65,622.86		65,622.86	0.00	124,377.14 65.4
5800 PROFES'L/CONSULTIG SVCS/OP EXP	2,000.00	500.00		500.00	0.00	1,500.00 75.0
TOTAL: 5xxx	2,000.00	500.00		500.00	0.00	1,500.00 75.0
TOTAL: 1xxx - 5xxx	260,000.00	97,654.64		97,654.64	0.00	162,345.36 62.4
5310 RESOURCE TOTALS (INCOME)	260,000.00	0.00		0.00	0.00	260,000.00 100.0

2024-25 Budget Report By Rescu FROM 07/01/2024 TO 06/30/2025

RESOURCE:5110 CHILD NUTRITION-SCHOOL PROGRAM Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	260,000.00	0.00	0.00	.0	0.00	260,000.00	100.0
TOTAL: 1xxx - 5xxx	260,000.00	97,654.64	97,654.64	37.5	0.00	162,345.36	62.4
TOTAL: 1xxx - 6xxx	260,000.00	97,654.64	97,654.64	37.5	0.00	162,345.36	62.4
TOTAL: 1xxx - 7xxx	260,000.00	97,654.64	97,654.64	37.5	0.00	162,345.36	62.4
TOTAL EXPENSES ( 1000 - 7999 )	260,000.00	97,654.64	97,654.64	37.5	0.00	162,345.36	62.4

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE: 6030 CHARTER SCHOOL FACILITY GRANT

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
		CURRENT					
8980 CONTRIBUTIONS FR UNRESTR REV	237,700.00	0.00		0.00	.0	0.00	237,700.00
TOTAL: 8xxxx	237,700.00	0.00		0.00	.0	0.00	237,700.00
4300 SUPPLIES	17,700.00	3,176.44		3,176.44	17.9	0.00	14,523.56
TOTAL: 4xxxx	17,700.00	3,176.44		3,176.44	17.9	0.00	14,523.56
5500 OPERATION & HOUSEKEEPING SERV	120,000.00	51,973.85		51,973.85	43.3	0.00	68,026.15
5600 RENTALS, LEASES & REPAIRS	75,000.00	59,976.12		59,976.12	79.9	0.00	15,023.88
5800 PROFES'L/CONSULTG SVCS/OP EXP	5,000.00	1,700.00		1,700.00	34.0	0.00	3,300.00
TOTAL: 5xxxx	200,000.00	113,649.97		113,649.97	56.8	0.00	86,350.03
TOTAL: 1xxx - 5xxxx	217,700.00	116,826.41		116,826.41	53.6	0.00	100,873.59
6200 BUILDINGS & IMPROVEMENT OF BLDG	20,000.00	18,020.00		18,020.00	90.1	0.00	1,980.00
TOTAL: 6xxxx	20,000.00	18,020.00		18,020.00	90.1	0.00	1,980.00
TOTAL: 1xxx - 6xxxx	237,700.00	134,846.41		134,846.41	56.7	0.00	102,853.59
6030 RESOURCE TOTALS (INCOME)	237,700.00	0.00		0.00	.0	0.00	237,700.00

2024-25 Budget Report By Reacu FROM 07/01/2024 TO 06/30/2025

RESOURCE: 6030 CHARTER SCHOOL FACILITY GRANT Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	237,700.00	0.00	0.00	.0	0.00	237,700.00 100.0
TOTAL: 1xxx - 5xxx	217,700.00	116,826.41	116,826.41	53.6	0.00	100,873.59 46.3
TOTAL: 1xxx - 6xxx	237,700.00	134,846.41	134,846.41	56.7	0.00	102,853.59 43.2
TOTAL: 1xxx - 7xxx	237,700.00	134,846.41	134,846.41	56.7	0.00	102,853.59 43.2
TOTAL EXPENSES ( 1000 - 7999 )	237,700.00	134,846.41	134,846.41	56.7	0.00	102,853.59 43.2

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6053 CA Prekinder Planning & Implem

OBJECT CLASSIFICATION	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
	WORKING BUDGET	CURRENT				
8590 ALL OTHER STATE REVENUES	24,938.00	0.00	0.00	.0	0.00	24,938.00 100.0
TOTAL: 6xxx	24,938.00	0.00	0.00	.0	0.00	24,938.00 100.0
2100 INSTRUCTIONAL AIDE SALARIES	10,000.00	0.00	0.00	.0	0.00	10,000.00 100.0
2400 CLERICAL & OFFICE SALARIES	0.00	106.20	106.20	100.0	0.00	106.20 .0
TOTAL: 2xxx	10,000.00	106.20	106.20	1.0	0.00	9,893.80 98.9
3202 PERS CLASSIFIED	2,705.00	0.00	0.00	.0	0.00	2,705.00 100.0
3299 PERS UNMAPPED ACCT	0.00	28.73	28.73	100.0	0.00	28.73 .0
3302 SOCIAL SECURITY CLASSIFIED	620.00	0.00	0.00	.0	0.00	620.00 100.0
3312 MEDICARE CLASSIFIED	145.00	0.00	0.00	.0	0.00	145.00 100.0
3399 GASDI/MEDICARE UNMAPPED ACCT	0.00	8.12	8.12	100.0	0.00	8.12 .0
3502 UNEMPLOYMENT - CLASSIFIED	5.00	0.00	0.00	.0	0.00	5.00 100.0
3599 SUI UNMAPPED ACCT	0.00	0.05	0.05	100.0	0.00	0.05 .0
TOTAL: 3xxx	3,475.00	36.90	36.90	1.0	0.00	3,438.10 98.9
4300 SUPPLIES	11,463.00	0.00	0.00	.0	0.00	11,463.00 100.0
TOTAL: 4xxx	11,463.00	0.00	0.00	.0	0.00	11,463.00 100.0
5800 PROFES'L/CONSULTG SVCS/OP EXP	0.00	30.00	30.00	100.0	0.00	30.00 .0
TOTAL: 5xxx	0.00	30.00	30.00	100.0	0.00	30.00 .0
TOTAL: 1xxx - 5xxx	24,938.00	173.10	173.10	.6	0.00	24,764.90 99.3
6053 RESOURCE TOTALS (INCOME)	24,938.00	0.00	0.00	.0	0.00	24,938.00 100.0



BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6053 CA Prekinder Planning & Implem Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	24,938.00	0.00	0.00	.0	0.00	24,938.00	100.0
TOTAL: 1xxx - 5xxx	24,938.00	173.10	173.10	.6	0.00	24,764.90	99.3
TOTAL: 1xxx - 6xxx	24,938.00	173.10	173.10	.6	0.00	24,764.90	99.3
TOTAL: 1xxx - 7xxx	24,938.00	173.10	173.10	.6	0.00	24,764.90	99.3
TOTAL EXPENSES ( 1000 - 7999 )	24,938.00	173.10	173.10	.6	0.00	24,764.90	99.3

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE: 6300 LOTTERY: INSTRUCTIONAL MATERIAL

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
8560 STATE LOTTERY REVENUE	14,072.00	6,038.00	6,038.00	42.9	0.00	8,034.00
TOTAL: 8xxx	14,072.00	6,038.00	6,038.00	42.9	0.00	8,034.00
4300 SUPPLIES	8,000.00	150.00	150.00	1.8	0.00	7,850.00
TOTAL: 4xxx	8,000.00	150.00	150.00	1.8	0.00	7,850.00
5800 PROFES'L/CONSULTG SVCS/OP EXP	0.00	1,900.00	1,900.00	100.0	0.00	1,900.00-
TOTAL: 5xxx	0.00	1,900.00	1,900.00	100.0	0.00	1,900.00-
TOTAL: 1xxx - 5xxx	8,000.00	2,050.00	2,050.00	25.6	0.00	5,950.00
6300 RESOURCE TOTALS (INCOME)	14,072.00	6,038.00	6,038.00	42.9	0.00	8,034.00

2024-25 Budget Report By Rescu FROM 07/01/2024 TO 06/30/2025

RESOURCE: 6300 LOTTERY: INSTRUCTIONAL MATERIAL Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	14,072.00	6,038.00	6,038.00	0.00	8,034.00	57.0
TOTAL: 1xxx - 5xxx	8,000.00	2,050.00	2,050.00	0.00	5,950.00	74.3
TOTAL: 1xxx - 6xxx	8,000.00	2,050.00	2,050.00	0.00	5,950.00	74.3
TOTAL: 1xxx - 7xxx	8,000.00	2,050.00	2,050.00	0.00	5,950.00	74.3
TOTAL EXPENSES ( 1000 - 7999 )	8,000.00	2,050.00	2,050.00	0.00	5,950.00	74.3

2024-25 Budget Report By Rescu FROM 07/01/2024 TO 06/30/2025

RESOURCE:6500 SPECIAL EDUCATION

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
		CURRENT	%				
8311 OTHER STATE APPOINT-CURR YEAR	171,454.00	0.00	0.00	0.00	.0	0.00	171,454.00
8792 TF OF APPOINT FROM COE	0.00	68,548.00	100.0	68,548.00	100.0	0.00	68,548.00
8960 CONTRIBUTIONS FR UNRESTR REV	78,546.00	0.00	0.00	0.00	.0	0.00	78,546.00
TOTAL: 8xxx	250,000.00	68,548.00	27.4	68,548.00	27.4	0.00	181,452.00
1100 CERTIFICATED TEACHERS SALARIES	90,000.00	27,587.50	30.6	27,587.50	30.6	0.00	62,412.50
TOTAL: 1xxx	90,000.00	27,587.50	30.6	27,587.50	30.6	0.00	62,412.50
2100 INSTRUCTIONAL AIDE SALARIES	20,000.00	0.00	0.0	0.00	.0	0.00	20,000.00
TOTAL: 2xxx	20,000.00	0.00	0.0	0.00	.0	0.00	20,000.00
3101 STRS CERTIFICATED	15,280.00	0.00	0.0	0.00	.0	0.00	15,280.00
3199 STRS UNMAPPED ACCT	0.00	5,221.48	100.0	5,221.48	100.0	0.00	5,221.48
3202 PERS CLASSIFIED	5,410.00	0.00	0.0	0.00	.0	0.00	5,410.00
3302 SOCIAL SECURITY CLASSIFIED	1,240.00	0.00	0.0	0.00	.0	0.00	1,240.00
3311 MEDICARE CERTIFICATED	1,160.00	0.00	0.0	0.00	.0	0.00	1,160.00
3312 MEDICARE CLASSIFIED	230.00	0.00	0.0	0.00	.0	0.00	230.00
3399 GASDI/MEDICARE UNMAPPED ACCT	0.00	399.99	100.0	399.99	100.0	0.00	399.99
3401 HEALTH & WELFARE CERTIFICATED	27,860.00	0.00	0.0	0.00	.0	0.00	27,860.00
3499 H/W UNMAPPED ACCT	0.00	8.04	100.0	8.04	100.0	0.00	8.04
3501 UNEMPLOYMENT - CERTIFICATED	40.00	0.00	0.0	0.00	.0	0.00	40.00
3502 UNEMPLOYMENT - CLASSIFIED	10.00	0.00	0.0	0.00	.0	0.00	10.00
3599 SUI UNMAPPED ACCT	0.00	13.83	100.0	13.83	100.0	0.00	13.83
TOTAL: 3xxx	51,290.00	5,643.34	11.0	5,643.34	11.0	0.00	45,646.66
4300 SUPPLIES	3,560.00	470.00	13.2	470.00	13.2	0.00	3,090.00
TOTAL: 4xxx	3,560.00	470.00	13.2	470.00	13.2	0.00	3,090.00
5200 TRAVEL & CONFERENCE	150.00	87.64	58.4	87.64	58.4	0.00	62.36
5800 PROFES'L/CONSULTG SVCS/OP EXP	85,000.00	36,395.54	42.8	36,395.54	42.8	0.00	48,604.46
TOTAL: 5xxx	85,150.00	36,483.18	42.8	36,483.18	42.8	0.00	48,666.82
TOTAL: 1xxxx - 5xxxx	250,000.00	70,184.02	28.0	70,184.02	28.0	0.00	179,815.98
6500 RESOURCE TOTALS (INCOME)	250,000.00	68,548.00	27.4	68,548.00	27.4	0.00	181,452.00

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

Summary

RESOURCE:6500 SPECIAL EDUCATION

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	250,000.00	68,548.00	68,548.00	27.4	0.00	181,452.00	72.5
TOTAL: 1xxx - 5xxx	250,000.00	70,184.02	70,184.02	28.0	0.00	179,815.98	71.9
TOTAL: 1xxx - 6xxx	250,000.00	70,184.02	70,184.02	28.0	0.00	179,815.98	71.9
TOTAL: 1xxx - 7xxx	250,000.00	70,184.02	70,184.02	28.0	0.00	179,815.98	71.9
TOTAL EXPENSES ( 1000 - 7999 )	250,000.00	70,184.02	70,184.02	28.0	0.00	179,815.98	71.9

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6546 STATE MENTAL HEALTH-RELATED SV

OBJECT CLASSIFICATION	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
	WORKING BUDGET	CURRENT				
8590 ALL OTHER STATE REVENUES	16,233.00	2,922.00	2,922.00	18.0	0.00	13,311.00
TOTAL: 8xxx	16,233.00	2,922.00	2,922.00	18.0	0.00	13,311.00
5800 PROFES'L/CONSULTG SVCS/OP EXP	16,233.00	0.00	0.00	.0	0.00	16,233.00
TOTAL: 5xxx	16,233.00	0.00	0.00	.0	0.00	16,233.00
TOTAL: 1xxx - 5xxx	16,233.00	0.00	0.00	.0	0.00	16,233.00
6546 RESOURCE TOTALS (INCOME)	16,233.00	2,922.00	2,922.00	18.0	0.00	13,311.00

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6546 STATE MENTAL HEALTH-RELATED SV Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	16,233.00	2,922.00	2,922.00	18.0	0.00	13,311.00 81.9
TOTAL: 1xxx - 5xxx	16,233.00	0.00	0.00	.0	0.00	16,233.00 100.0
TOTAL: 1xxx - 6xxx	16,233.00	0.00	0.00	.0	0.00	16,233.00 100.0
TOTAL: 1xxx - 7xxx	16,233.00	0.00	0.00	.0	0.00	16,233.00 100.0
TOTAL EXPENSES ( 1000 - 7999 )	16,233.00	0.00	0.00	.0	0.00	16,233.00 100.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6762 Art, Music, Instuc Mat Dis BG

OBJECT CLASSIFICATION	EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED
	WORKING BUDGET	CURRENT				
4100 TEXTBOOKS	15,091.00	12,078.46	12,078.46	80.0	0.00	3,012.54 19.9
4400 NON-CAPITALIZED EQUIPMENT	35,000.00	32,134.15	32,134.15	91.8	0.00	2,865.85 8.1
TOTAL: 4xxx	50,091.00	44,212.61	44,212.61	88.2	0.00	5,878.39 11.7
5300 DUES & MEMBERSHIPS	5,000.00	2,784.60	2,784.60	55.6	0.00	2,215.40 44.3
TOTAL: 5xxx	5,000.00	2,784.60	2,784.60	55.6	0.00	2,215.40 44.3
TOTAL: 1xxx - 5xxx	55,091.00	46,997.21	46,997.21	85.3	0.00	8,093.79 14.6



FROM 07/01/2024 TO 06/30/2025

2024-25 Budget Report By Rebou

RESOURCE:6762 Art, Music, Instruc Mat Dis BG Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	0.00	0.00	0.00	.0	0.00	0.00 .0
TOTAL: 1xxx - 5xxx	55,091.00	46,997.21	46,997.21	85.3	0.00	8,093.79 14.6
TOTAL: 1xxx - 6xxx	55,091.00	46,997.21	46,997.21	85.3	0.00	8,093.79 14.6
TOTAL: 1xxx - 7xxx	55,091.00	46,997.21	46,997.21	85.3	0.00	8,093.79 14.6
TOTAL EXPENSES ( 1000 - 7999 )	55,091.00	46,997.21	46,997.21	85.3	0.00	8,093.79 14.6

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:6770 The Arts and Music in Schools

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8590 ALL OTHER STATE REVENUES	33,509.00	12,398.00	12,398.00	36.9	0.00	21,111.00	63.0
TOTAL: 8xxx	33,509.00	12,398.00	12,398.00	36.9	0.00	21,111.00	63.0
4300 SUPPLIES	26,575.00	0.00	0.00	.0	0.00	26,575.00	100.0
TOTAL: 4xxx	26,575.00	0.00	0.00	.0	0.00	26,575.00	100.0
5800 PROPE'L/CONSULTG SVCS/OP EXP	0.00	127.50	127.50	100.0	0.00	127.50-	.0
TOTAL: 5xxx	0.00	127.50	127.50	100.0	0.00	127.50-	.0
TOTAL: 1xxx - 5xxx	26,575.00	127.50	127.50	.4	0.00	26,447.50	99.5
6770 RESOURCE TOTALS (INCOME)	33,509.00	12,398.00	12,398.00	36.9	0.00	21,111.00	63.0

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE: 6770 The Arts and Music in Schools Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE
TOTAL INCOME ( 8000 - 8999 )	33,509.00	12,398.00	12,398.00	36.9	0.00	21,111.00 63.0
TOTAL: 1xxx - 5xxx	26,575.00	127.50	127.50	.4	0.00	26,447.50 99.5
TOTAL: 1xxx - 6xxx	26,575.00	127.50	127.50	.4	0.00	26,447.50 99.5
TOTAL: 1xxx - 7xxx	26,575.00	127.50	127.50	.4	0.00	26,447.50 99.5
TOTAL EXPENSES ( 1000 - 7999 )	26,575.00	127.50	127.50	.4	0.00	26,447.50 99.5

2024-25 Budget Report By Rescu FROM 07/01/2024 TO 06/30/2025

RESOURCE: 7435 Learning Recovery Emrgncy BG

OBJECT CLASSIFICATION	WORKING BUDGET		EXPENDED/RECEIVED		YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
			CURRENT						
8590 ALL OTHER STATE REVENUES	55,000.00	0.00	0.00	0.00	0.00	.0	0.00	55,000.00	100.0
TOTAL: 8xxx	55,000.00	0.00	0.00	0.00	0.00	.0	0.00	55,000.00	100.0
4300 SUPPLIES	3,000.00	0.00	0.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 4xxx	3,000.00	0.00	0.00	0.00	0.00	.0	0.00	3,000.00	100.0
5800 PROFES'L/CONSULTG SVCS/OP EXP	52,000.00	15,357.96	15,357.96	15,357.96	29.5	29.5	0.00	36,642.04	70.4
TOTAL: 5xxx	52,000.00	15,357.96	15,357.96	15,357.96	29.5	29.5	0.00	36,642.04	70.4
TOTAL: 1xxx - 5xxx	55,000.00	15,357.96	15,357.96	15,357.96	27.9	27.9	0.00	39,642.04	72.0
7435 RESOURCE TOTALS (INCOME)	55,000.00	0.00	0.00	0.00	0.00	.0	0.00	55,000.00	100.0

BUDGET REPORT

070 RIDGECREST ELEMENTARY (REALMS) J92842

2024-25 Budget Report By Resou FROM 07/01/2024 TO 06/30/2025

RESOURCE:7435 Learning Recovery Emgncy BG Summary

OBJECT CLASSIFICATION	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME ( 8000 - 8999 )	55,000.00	0.00	0.00	.0	0.00	55,000.00	100.0
TOTAL: 1xxx - 5xxx	55,000.00	15,357.96	15,357.96	27.9	0.00	39,642.04	72.0
TOTAL: 1xxx - 6xxx	55,000.00	15,357.96	15,357.96	27.9	0.00	39,642.04	72.0
TOTAL: 1xxx - 7xxx	55,000.00	15,357.96	15,357.96	27.9	0.00	39,642.04	72.0
TOTAL EXPENSES ( 1000 - 7999 )	55,000.00	15,357.96	15,357.96	27.9	0.00	39,642.04	72.0

ACTUAL AND PROJECTED MONTHLY CASH FLOWS

2024-2025  
GENERAL FUND  
Actuals To: 11/30/24

Charter: REALMS

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
<b>A. BEGINNING CASH</b>	1,670,790	1,922,187	1,803,076	1,676,618	1,696,661	1,623,069	1,745,648	2,092,946	2,067,983	2,043,020	1,983,912	1,910,223	1,670,790
<b>B. RECEIPTS</b>													
Revenue Limit	\$ 20,986.00	\$ 13,319.00	\$ 26,639.00	\$ 17,759.00	\$ 17,759.00	\$ 17,759.00	19,285	19,285	19,285	19,285	19,285	19,285	229,931
Charter In Lieu	\$ 105,452.82	\$ 105,452.82	\$ 189,815.67	\$ 189,816.00	\$ 189,816.00	\$ 243,479.00	243,479	243,479	243,479	243,479	243,479	243,479	2,484,712
State Aid 8010-8011	\$ -	\$ -	\$ 9,773.00	\$ -	\$ -	\$ 17,513.00	0	0	0	0	0	17,514	44,800
EPA Fund 8012	\$ -	\$ -	\$ -	\$ 114,760.00	\$ -	\$ 12,402.00	0	22,739	22,739	22,739	22,739	22,739	240,857
Federal Revenues	\$ 11,202.00	\$ 11,202.00	\$ 20,164.00	\$ 28,845.80	\$ 20,164.00	\$ 4,424.50	91,170	91,170	91,170	91,170	91,175	91,170	643,027
Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ 17,944.11	\$ 16,674.00	395,000	0	0	14,582	0	0	444,200
Other Local Revenues	\$ 200,000.00	\$ 200,000.00	\$ -	\$ 48,727.00	\$ 48,727.00	\$ 48,727.00	48,727	48,727	48,727	0	0	0	692,362
Receivables	337,641	329,974	246,392	399,908	294,410	360,979	797,661	425,400	425,400	391,255	376,678	394,193	4,779,889
<b>TOTAL RECEIPTS</b>													
	28,484	108,434	103,492	118,096	121,547	113,860	113,860	113,860	113,860	113,860	113,860	116,387	1,279,600
Classified Salary	29,791	61,344	76,918	74,889	75,530	26,100	52,343	52,343	52,343	52,343	52,343	52,344	658,031
Employee Benefits	17,572	57,365	62,283	59,406	58,773	11,733	77,072	77,072	77,072	77,072	77,072	77,074	729,566
Supplies	4,186	81,318	20,669	21,193	42,163	18,422	51,368	51,368	51,368	51,368	51,368	51,368	496,159,000
Services	6,211	122,604	109,488	82,271	69,989	44,275	78,714	78,714	78,714	78,714	78,714	78,717	907,125
Capital Outlays	0	18,020	0	0	0	0	52,996	52,996	52,996	52,996	53,000	52,996	336,000
Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0
Liabilities (including Def Rev)	0	0	0	24,010	0	24,010	24,010	24,010	24,010	24,010	24,010	24,010	192,080
<b>TOTAL DISBURSEMENTS</b>	86,244	449,085	372,850	379,865	368,002	238,400	450,363	450,363	450,363	450,363	450,367	452,896	4,599,161
<b>D. NET CASH FLOW</b>	251,397	(119,111)	(126,456)	20,043	(73,592)	122,579	347,298	(24,963)	(24,963)	(59,109)	(73,689)	(56,703)	180,728
<b>E. ENDING CASH</b>	1,922,187	1,803,076	1,676,618	1,696,661	1,623,069	1,745,648	2,092,946	2,067,983	2,043,020	1,983,912	1,910,223	1,851,520	1,851,516

ACTUAL AND PROJECTED MONTHLY CASH FLOWS  
2025-2026  
GENERAL FUND

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Charter: REALMS

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
<b>A. BEGINNING CASH</b>	1,851,520	1,902,917	1,583,806	1,457,348	1,452,674	1,317,411	1,367,245	1,249,685	1,212,376	1,156,227	1,114,992	1,071,583	1,851,520
<b>B. RECEIPTS</b>													
Revenue Limit:													
Charter In Lieu	\$ 20,986.00	\$ 13,319.00	\$ 26,639.00	\$ 17,759.00	\$ 17,759.00	\$ 17,759.00	19,285	19,285	19,285	19,285	19,285	19,285	229,931
State Aid 8010-8011	\$ 105,452.82	\$ 105,452.82	\$ 189,815.67	\$ 189,816.00	\$ 189,816.00	\$ 243,479.00	255,502	255,502	255,502	255,502	255,502	255,502	2,556,852
EPA Fund 8012	\$ -	\$ -	\$ 9,773.00	\$ -	\$ -	\$ 17,513.00	0	0	0	0	0	0	44,800
Federal Revenues	\$ -	\$ -	\$ -	\$ 114,760.00	\$ -	\$ 12,402.00	0	0	0	18,915	22,739	22,739	191,555
Other State Revenues	\$ 11,202.00	\$ 11,202.00	\$ 20,164.00	\$ 28,845.80	\$ 20,184.00	\$ 4,424.50	40,000	85,417	85,417	85,417	85,422	85,414	563,089
Other Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	0	0	0	0	0	0	10,000
All Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0	0	0	0	0	0	0
<b>TOTAL RECEIPTS</b>	137,641	129,974	246,392	351,181	232,739	300,578	314,787	360,204	360,204	379,119	382,948	400,462	3,595,227
<b>C. DISBURSEMENTS</b>													
Certificated Salary	28,484	108,434	103,492	118,096	121,547	121,857	121,857	113,860	113,860	113,861	113,860	116,387	1,295,595
Classified Salary	29,791	61,344	78,918	74,889	75,530	26,100	60,340	52,578	52,343	52,343	52,343	52,344	668,863
Employee Benefits	17,572	57,365	62,283	58,406	58,773	25,206	77,072	77,072	77,072	77,072	77,072	77,074	743,039
Supplies	4,186	81,318	20,659	21,193	42,163	33,306	51,368	51,368	51,368	51,368	51,368	51,368	511,043.00
Services	6,211	122,604	109,488	82,271	69,989	44,275	78,714	89,639	78,714	78,714	78,714	78,717	888,050
Capital Outlays	0	18,020	0	0	0	0	42,996	42,996	42,996	46,996	53,000	52,996	300,000
<b>TOTAL DISBURSEMENTS</b>	86,244	449,085	372,650	355,955	368,002	250,744	432,347	397,513	416,353	420,354	426,357	428,886	4,404,590
<b>D. NET CASH FLOW</b>	51,397	(319,111)	(126,458)	(4,674)	(135,263)	49,834	(117,560)	(37,309)	(56,149)	(41,235)	(43,409)	(28,424)	(808,363)
<b>E. ENDING CASH</b>	1,902,917	1,583,806	1,457,348	1,452,674	1,317,411	1,367,245	1,249,685	1,212,376	1,156,227	1,114,992	1,071,583	1,043,159	1,043,157

ACTUAL AND PROJECTED MONTHLY CASH FLOWS  
2026-2027  
GENERAL FUND

Charter:

REALMS

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL
<b>A. BEGINNING CASH</b>	1,043,159	1,094,556	759,250	625,126	612,786	469,531	493,751	386,191	367,277	329,523	301,681	271,668	1,043,159
<b>B. RECEIPTS</b>													
Revenue Limit	\$ 20,986.00	\$ 13,319.00	\$ 26,639.00	\$ 17,759.00	\$ 17,759.00	\$ 17,759.00	19,285	19,285	19,285	19,285	19,285	19,285	229,931
Charter In Lieu	\$ 105,452.82	\$ 105,452.82	\$ 189,815.67	\$ 189,816.00	\$ 189,816.00	\$ 243,479.00	255,502	268,897	268,897	268,897	268,898	268,905	2,623,828
State Aid 8010-8011	\$ -	\$ -	\$ 9,773.00	\$ -	\$ -	\$ 17,513.00	0	0	0	0	0	17,514	44,800
EPA Fund 8012	\$ -	\$ -	\$ -	\$ 114,760.00	\$ -	\$ 12,402.00	0	0	0	18,915	22,739	22,739	191,555
Federal Revenues	\$ 11,202.00	\$ 11,202.00	\$ 20,164.00	\$ 28,845.80	\$ 20,164.00	\$ 4,424.50	40,000	85,417	85,417	85,417	85,422	85,414	563,089
Other State Revenues	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	0	0	0	0	0	0	10,000
Other Local Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0	0	0	0	0	0	0
All Other Financing Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0	0	0	0	0	0	0
<b>TOTAL RECEIPTS</b>	137,641	129,974	246,392	351,181	232,739	300,578	314,767	373,599	373,599	392,514	396,344	413,857	3,663,203
<b>C. DISBURSEMENTS</b>													
Certificated Salary	28,484	124,629	103,492	118,096	121,547	121,857	121,857	113,860	113,860	113,861	113,860	116,367	1,311,790
Classified Salary	29,791	61,344	76,918	74,868	75,530	34,434	60,340	52,578	52,343	52,345	52,343	52,344	675,199
Employee Benefits	17,572	57,365	62,263	59,406	58,773	34,494	77,072	77,072	77,072	77,072	77,072	77,074	752,327
Supplies	4,186	81,318	28,335	28,859	42,163	33,306	51,368	51,368	51,368	51,368	51,368	51,368	526,375.00
Services	6,211	122,604	109,488	82,271	77,981	52,267	78,714	59,639	78,714	78,714	78,714	78,717	904,034
Capital Outlays	0	18,020	0	0	0	0	32,996	37,996	37,996	46,996	53,000	52,996	280,000
<b>TOTAL DISBURSEMENTS</b>	86,244	465,280	380,516	363,521	375,994	276,358	422,347	392,513	411,353	420,356	426,357	428,886	4,449,725
<b>D. NET CASH FLOW</b>	51,397	(335,306)	(134,124)	(12,340)	(143,255)	24,220	(107,580)	(18,914)	(37,754)	(27,842)	(30,013)	(15,029)	(786,522)
<b>E. ENDING CASH</b>	1,094,556	759,250	625,126	612,786	469,531	493,751	386,191	367,277	329,523	301,681	271,668	256,639	256,637





## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)

CDS Code: 15101571530500

School Year: 2024-25

LEA contact information:

Don Beene

Superintendent

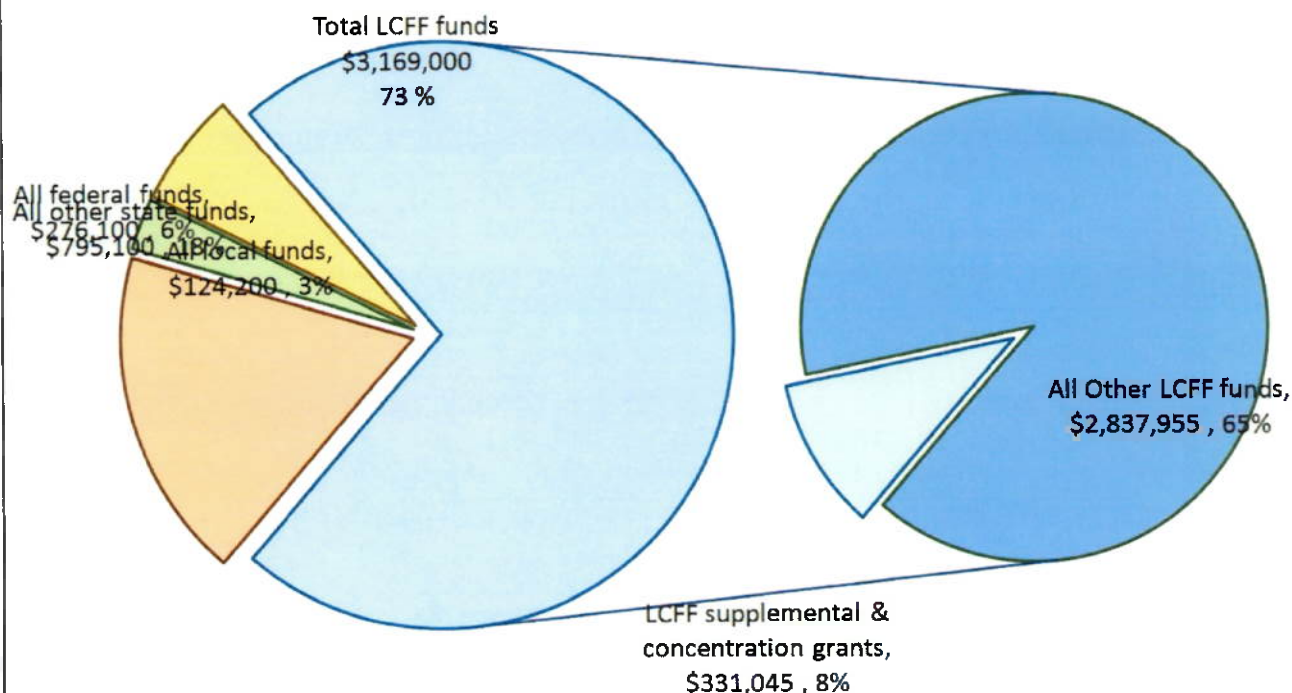
superintendent@rcrealms.org

760-375-1010

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

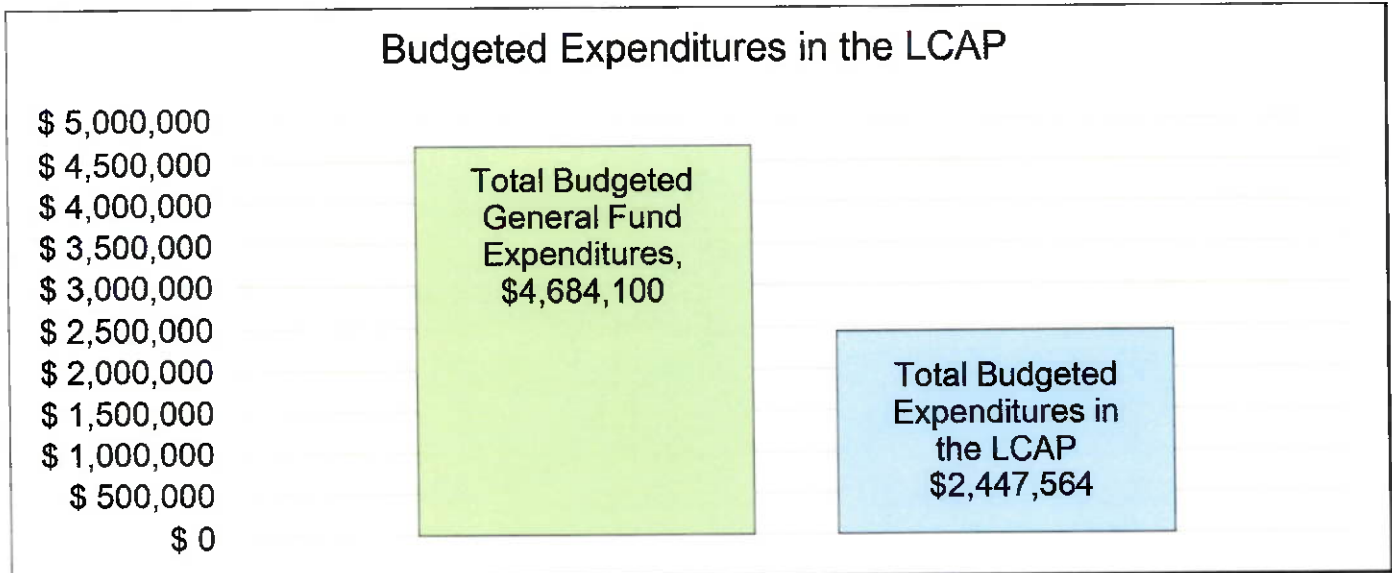


This chart shows the total general purpose revenue Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is \$4,364,400, of which \$3,169,000 is Local Control Funding Formula (LCFF), \$795,100 is other state funds, \$124,200 is local funds, and \$276,100 is federal funds. Of the \$3,169,000 in LCFF Funds, \$331,045 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend \$4,684,100 for the 2024-25 school year. Of that amount, \$2,447,564 is tied to actions/services in the LCAP and \$2,236,536 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

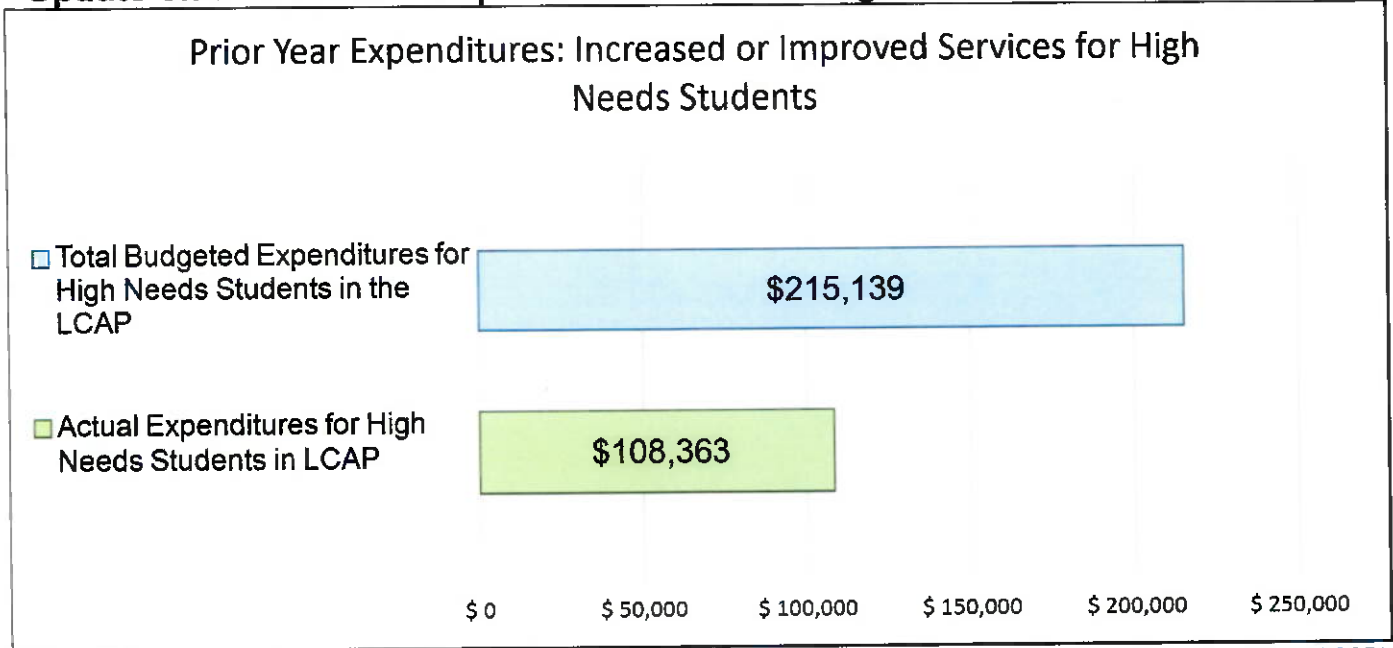
Day to day operations.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is projecting it will receive \$331,045 based on the enrollment of foster youth, English learner, and low-income students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) must describe how it intends to increase or improve services for high needs students in the LCAP. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend \$514,500 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)'s LCAP budgeted \$215,139 for planned actions to increase or improve services for high needs students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) actually spent \$108,363 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$106,776 had the following impact on Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)'s ability to increase or improve services for high needs students:

The goals and actions metrics show the actions were met with other funding. The accounting structure was not setup to properly review and effectively utilize funding streams to show expenditures tied to LCAP. The district has proactively decided to transition to a different financial system and back office provider. This will allow the school district to setup account structure to meet the needs of funding reporting.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)	Don Beene Superintendent	superintendent@rcrealms.org 760-375-1010

## Goals and Actions

### Goal

Goal #	Description
1	<p>REALMS will ensure that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child.</p> <p>State Priorities: 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B, 7C, 8</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B: Results of a self-audit of instructional materials	100% of students have access to standards aligned instructional materials in all subjects	Maintained 100% access for all students	Maintained 100% access for all students	Maintained 100% access for all students	Maintain 100% access for all students
2A: Results of CDE self-rating tool for Implementation of standards	2021 Self-rating Scores ELA - 4 ELD - 3 Mathematics - 4 NGSS - 2 History - 2	2022 Self-Reflection Scores ELA - 4 ELD - 3 Mathematics - 4 NGSS - 3 History - 3	2023 Self-Reflection Scores ELA-4 ELD-4 Mathematics-4 NGSS-3 History-3	2024 Self-Reflection Scores ELA-4 ELD-4 Mathematics-4 NGSS-3 History-3	2024 Expected Self-Rating Scores ELA - 5 ELD - 4 Mathematics - 5 NGSS - 4 History - 4
2B: Review of daily schedule of ELD support and instruction	100% compliance with required time	Maintained 100% compliance with required time	Maintained 100% compliance with required time	Maintained 100% compliance with required time	Maintain 100% compliance with required time
4A: NWEA Benchmark Assessments in ELA	NWEA ELA (Spring 2021) Results: 154 K	NWEA ELA (Spring 2022) Results: 149 K	NWEA ELA (Spring 2023) Results: 148 K	NWEA ELA (Spring 2024) Results: 155 K	ELA Expected Outcome: 153 K

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1st 167 2nd 179 3rd 185 4th 194 5th 195 6th 215	1st 166 2nd 172 3rd 188 4th 193 5th 200 6th 196	1st 171 2nd 175 3rd 180 4th 196 5th 201 6th 202	1st 165 2nd 172 3rd 179 4th 199 5th 191 6th 203	1st 171 2nd 185 3rd 197 4th 204 5th 210 6th 215
4A: NWEA Benchmark Assessments in Math	2021 NWEA (Spring 2021) Math Results: K 159 1st 167 2nd 184 3rd 188 4th 202 5th 196 6th 217	NWEA Math (Spring 2022) Results: K 152 1st 167 2nd 175 3rd 190 4th 192 5th 202 6th 200	NWEA Math (Spring 2023) Results: K 155 1st 178 2nd 185 3rd 184 4th 200 5th 207 6th 209	NWEA Math (Spring 2024) Results: K 158 1st 173 2nd 185 3rd 192 4th 206 5th 203 6th 215	Math Expected Outcome: K 157 1st 176 2nd 189 3rd 201 4th 210 5th 218 6th 222
4A: CAST Test Results % who met or exceeded standards	Baseline (established in 2021 due to pandemic and new charter status): All Students 13.33% Low-income Students 0%	Spring 2022 results: All Students 6.45% Low-income students 0%	Spring 2023 results: All Students 17.39% Low Income 8.33%	Spring 2024 results: All Students 22% Low Income 15%	All Students 25% Low-Income Students 25%
4E: Increase % of students who are scoring well developed and moderately developed on the ELPAC	2021 Results 47.8% Due to pandemic, baseline was established in 2021.	2021 Results 47.8%	2022 Results: 60% of students made progress towards English proficiency	2023 Results: 40%	55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4F: Rate of students who qualify as english proficient	2018-19 16.4%	2020-21 13.98%	2021-22 15.57%	22-23 22.22%	10% Increase in students who score proficient
7A: Quarterly audit of daily classroom schedules to ensure that students have access to a broad course of study as defined in the school charter	100% access	Maintained 100% access	Maintained 100% access	Maintained 100% access	Maintain 100% access
7B: Monitor unduplicated students by: <ul style="list-style-type: none"> <li>Monthly ELAC meetings with parent participation</li> <li>Expanded use of school meal program</li> <li>Create a trimester Foster Support Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ELAC meetings with parent participation</li> <li>Number of Meals served weekly: 120</li> <li>Foster Support Meeting not yet established</li> </ul>	<ul style="list-style-type: none"> <li>Held (9-10) monthly ELAC meetings with parent participation</li> <li>Average number of meals served weekly (breakfast and lunch): 120</li> <li>Completion of three Foster Support Meeting not yet established</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ELAC meetings held this year</li> <li>Average number of meals served weekly (breakfast and lunch): 110</li> <li>Foster Support Meetings not yet established</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ELAC meetings not held this year-one held but no attendance</li> <li>Average number of meals served weekly (breakfast and lunch): 150</li> <li>Foster Support Meetings not yet established</li> </ul>	<ul style="list-style-type: none"> <li>Maintain monthly ELAC meetings with parent participation</li> <li>Number of Meals served weekly 150</li> <li>Three Foster Support Meetings Annually</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
7C: annual audit of compliance with IEP requirements	100% compliance	92% compliance rate	100% compliance rate	100% compliance rate	Maintain 100% compliance
8: Quarterly audit of daily class schedules to ensure that students have daily instruction and activities in Art, Music, and Modern Language	2021 status: Art - 100% Music - 100% Modern Language - 100%	2022 status: Maintained Art - 100% Music - 100% Modern Language - 100%	2023 status: Art-100% Music-100% Modern Language-100%	2024 status: Art-100% Music-100% Modern Language-100%	Maintain status: Art - 100% Music - 100% Modern Language - 100%
4A. CAASPP ELA Results	Baseline (established in 2021 due to pandemic and new charter status): All Students -75.1 Hispanic -96.3 SED -74.3	2021 No Dashboard due to Pandemic	2022 Status: All Students -75.1 Hispanic -96.3 SED -74.3	2023 Status: All Students -79.6 Hispanic -84.5 SED -76.9	Goal All Students -65.1 Hispanic -81.3 SED -64.3
4A. CAASPP Math Results	Baseline (established in 2021 due to pandemic and new charter status): All Students -110.7 Hispanic -122.4 SED -109.2	2021 No Dashboard due to Pandemic	2022 Status: All Students -110.7 Hispanic -122.4 SED -109.2	2023 Status: All Students -79.6 Hispanic -93.9 SED -76.3	Goal: All Students -100.7 Hispanic -107.4 SED -99.2

## Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 outlines actions and services that focus on ensuring that students have access and success in standards-aligned courses in ELA, Math, ELL, Science, Music, Art, Project Lead the Way, and Modern Language to support the education of the whole child. 5 of the 5 actions were fully implemented as planned.

Action Item 1.1: Instructional Materials

There was no substantive difference in the planned action implementation. All Instructional materials were used by all teachers across the grade levels, including TK which received a new curriculum after the start of the school year.

Action Item 1.2: ELD Supports

There were no substantive differences in the planned action implementation. Our ELD curriculum was fully utilized across grade levels and all ELD student assessments were conducted as scheduled.

Action Item 1.3: Academic Intervention and Enrichment Programs

There were no substantive differences in the planned action implementation. A number of academic intervention and enrichment programs were implemented this year, including SIPPS, NextGenMath, after school clubs, and Summer School for six weeks in June and July.

Action Item 1.4: Professional Development and Support

There were no substantive differences in the planned action implementation. Professional Development and Support was offered in numerous ways this year, including trainings on Multi-Tier System of Supports (MTSS), Positive Behavior Intervention and Supports, Thinking Maps, Systematic Instruction in Phonics and Phonemic awareness (SIPPS), iReady Reading and Math, CAASPP Test, plus the support of 4 Mentor Coaches and several peer coaches, as well as Clear Administrative Services Credential (CASC) coaching.

Action Item 1.5: Assessments

There were no substantive differences in the planned action implementation. Students continued to be assessed to monitor student growth and achievement this year using the NWEA three times, iReady Math and Reading assessments three times, Smarter Balanced FIAB, IAB, and ICA, as well as the CAASPP and CAST, and the ELPAC assessments. DIBELS was administered twice this year and Sipps assessments were used throughout the year for leveled student groups based on 6 week assessments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

REALMS conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was \$352,399. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$295,793.38. This is a difference of \$56,605.62. Most actions had a material difference in budgeted expenditures versus estimated actual expenditures.

Action Item 1.1: Instructional Materials

Instructional materials were underestimated (\$39,000 estimated vs. \$568.41 actual) due to the delay in the State Math adoption which will occur next year rather than this year.

Action Item 1.2: ELD Supports

ELD supports were underestimated (\$1,500 estimated vs. \$2250 actual) due to general inflation of the price of the same curriculum.

Action Item 1.3: Academic Intervention and Enrichment Programs  
Academic intervention and enrichment programs was largely underestimated (\$175,350 estimated vs. \$235,086.09 actual) due to receiving Extended Learning Opportunity Program (ELO-P) funding that exceeded our working model and staff availability to fully utilize all of the resources available this year for before and after school, as well as Summer opportunities.

Action Item 1.4: Professional Development and Support  
Professional Development and Support was overestimated (\$121,749 estimated vs. \$41,489.73 actual) due largely to a lack of additional teacher coaches and professional development provided by outside entities relative to the amount projected in the LCAP.

Action Item 1.5: Assessments  
Assessments were overestimated (\$14,800 estimated vs. \$16,399.15 actual) because two assessments were not purchased as budgeted this fiscal year and will be purchased in the next fiscal year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions that are effective at making progress towards the three-year LCAP Goal:  
REALMS did a good job of providing access to instructional materials aligned to CCSS across the school with actions 1.1, 1.3, and 1.5. Despite not meeting the three year goals, we did show improvement overall as evidenced in the growth in Math and ELA on NWEA.

Actions that were ineffective at making progress towards the three-year LCAP Goal:  
Many student assessments revealed that we had limited success in supporting the education of some students (CAASPP ELA and Math and CAST in actions 1.2 and 1.4). Discussions this year based on data analysis focused on strategies and professional development for intervention to fill in the missing educational pieces not mastered due to learning loss.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As REALMS strives for continuous improvement in our educational goals, we have made the decision to refine our approach to better align with our objectives to receive a high charter performance category and enhance clarity for all educational partners. Specifically, we are updating the description of our goal to ensure it is more accessible and easily understandable, while maintaining consistency in our metrics and desired outcomes. Additional changes are related to aligning the metrics and actions within Goal 1, especially for those actions deemed ineffective (actions 1.2 and 1.4), which focuses on fully implementing all elements of the charter school petition.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
2	<p>To reduce barriers that can impede student success, REALMS will build and maintain academic and social-emotional supports including a well-maintained and appropriately staffed school. This will ensure positive academic, behavioral, and attendance outcomes.</p> <p>State Priorities: 1A, 1C, 5A, 5B, 6A, 6B, 6C</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Rate of teachers appropriately assigned and fully credentialed according to ESSA	70% appropriately assigned and fully credentialed	70% of teachers were assigned and fully credentialed	90% of teachers were assigned and fully credentialed	80% of teachers were assigned and fully credentialed	80% of teachers will be assigned and fully credentialed
1C: Campus will score "Good" or better on the annual Fall Facility Inspection Tool (FIT) inspection	2020 campus scored "Very Good" on FIT	2021 campus scored "Very Good" on FIT	2022 campus scored "Exemplary" on FIT	2023 campus scored "Exemplary" on FIT	Maintain score of "Very Good" or better
5A: Rate of school attendance at P2	P2 attendance rate of 95%	2022 P2 attendance rate of 78%	2023 P2 attendance rate of 89%	2024 P2 attendance rate of 90%	P2 attendance rate of 98%
5B: Percent of all students who qualify as chronically absent	2022 48.2%	2021 No dashboard data	2022 48.2%	2023 50.2%	<8.0%
6A: Percent of students suspended at least once	Baseline (established in 2022 due to pandemic and new charter status)	2021 No dashboard data	2022 All Students 13.1% Hispanic 12.5% SED 13.4%	2023 All Students 12.8% Hispanic 12.5% SED 10.9%	<1% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	All Students 13.1% Hispanic 12.5% SED 13.4% SWD 27.8 White 10.4%		SWD 27.8 White 10.4%	SWD 22.9% White 17.7%	
6B: Percent of students expelled	2020 0%	2021 0%	2022 0.5%	2023 0%	Maintain rate of <0.5% expulsions
6C: Percent of students who report that they: <ul style="list-style-type: none"> <li>enjoy going to school</li> <li>feel safe</li> <li>get along with classmates</li> <li>satisfied with their teacher</li> </ul>	January 2020 student survey results: <ul style="list-style-type: none"> <li>enjoy going to school "a great deal" and "a lot" = 50%</li> <li>feel "extremely safe" and "very safe" = 50%</li> <li>get along with classmates "very well" and "somewhat well" = 100%</li> <li>"Extremely satisfied" and very satisfied with their teacher = 100%</li> </ul>	No metric data reported by REALMS this school year. REALMS will conduct and review a minimum of two students surveys during the 2022-2023 school year.	September 2022 student survey results: <ul style="list-style-type: none"> <li>enjoy going to school "a great deal" and "a lot" = (Data not gathered this year) feel "extremely safe" and "very safe" = 48%</li> <li>get along with classmates "very well" and "somewhat well" = 81%</li> <li>"Extremely satisfied" and very satisfied with their teacher = 100%</li> </ul>	Spring 2024 student survey results: <ul style="list-style-type: none"> <li>Enjoy going to school = 38%</li> <li>feel "extremely safe" and "very safe" = 75%</li> <li>get along well with classmates = 75%</li> <li>Satisfied with their teacher = 75%</li> </ul>	Improve% of students who report that they: <ul style="list-style-type: none"> <li>enjoy going to school "a great deal" and "a lot" to 75%</li> <li>feel "extremely safe" and "very safe" to 75%</li> <li>get along with classmates "very well" and "somewhat well" at 100%</li> <li>are "extremely satisfied" and very satisfied with their</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			teacher = 55%		teacher at 100%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.  
 A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 outlines 5 actions and services to reduce barriers that can impede student success, to build and maintain academic and social emotional supports including a well-maintained and appropriately staffed school, and to ensure positive academic, behavioral, and attendance outcomes. 5 of the 5 actions (2.1, 2.2, 2.3, 2.4, 2.5) were fully implemented as planned.

Action 2.1: Student Supervision and Attendance Accountability  
 There was a substantive difference in the planned action implementation. As far as student supervision and attendance accountability, we had mixed results this year. Over the course of the year, REALMS had several positions vacate and befilled, including the Chief Executive Officer/Superintendent, two teaching positions in classrooms, and several paraprofessional positions. These changing staff members ensured continuity for student safety and helped with the academic instruction in classrooms. As far as student attendance, our efforts did not produce any tangible, quantifiable results.

Action 2.2: Additional Classroom Support  
 There was a substantive difference in the planned action implementation. Additional classroom support was provided with the hiring of several new paraprofessionals during this school year. The paraprofessionals worked with both special education and general education students in the classrooms as well as guiding students in making wise playground choices during recess and lunch supervision.

Action 2.3: Attendance Awareness  
 There was a substantive difference in the planned action implementation. This action has previously been vacated.

Action 2.4: Social Emotional Interventions and Supports  
 There was no substantive difference in the planned action implementation. Social emotional interventions and supports this year continued to be offered after school and during the summer. Enrichment programs included yoga, art, music, Spanish, Yearbook, homework club, and math club after school. During the summer camp, opportunities for enrichment included English Club, Math Club, music, Spanish, Health and Fitness, Social Emotional Development, art, yoga, rocketry, and robotics.

Action 2.5: Program manager and enrollment coordinator  
 There was no substantive difference in the planned action implementation. The Program Manager and Enrollment Coordinator roles of supporting and monitoring enrollment and special programs continued.

Action 2.6 Meal Program

There was a substantive difference in the planned action implementation. The Meal Program was a new action item added to this year's LCAP. In addition to a free breakfast and lunch, the opportunity was expanded to any student who missed breakfast before school to have a free breakfast during the first recess mid morning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

REALMS conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was \$1,913,790. The estimated actual expenditures for 2023-24 LCAP Goal 2 was \$1,814,998.76. This is a difference of \$98,791.24. Most actions had no material difference in budgeted expenditures versus estimated actual expenditures with the exception of Action 2.1. The actual expenditures for Action 2.1 (staffing) were less than anticipated due to the staff vacating their positions early.

Action 2.1: Student Supervision and Attendance Accountability

Certificated and classified salaries were overestimated (\$1,649,550 estimated vs. \$1,498,874.03 actual) due to a salary decrease for departing staff members after the start of the school year.

Action 2.2: Additional Classroom Support

Additional classroom support came in the form of additional paraprofessionals and was underestimated (\$53,800 estimated vs. \$93,086.91 actual) due to a larger number of staff being hired than was budgeted as well as not adequately budgeting for the actual benefits costs.

Action 2.3: Attendance Awareness

This action was vacated and has no estimated nor actual fiscal accounting.

Action 2.4: Social Emotional Interventions and Supports

Emotional interventions and supports were underestimated (\$18,000 estimated vs. \$38,608.35 actual) predominantly due to the high cost to provide online services needed by students.

Action 2.5: Program manager and enrollment coordinator

The program manager and enrollment coordinator action was overestimated (\$121,240 estimated vs. \$38,052.42 actual) for both roles and for the associated benefits due to changing job descriptions and reassignment of job responsibilities.

Action 2.6 Meal Program

The meal program is in a new action since it was pulled out of action 2.3. The meal program itself was underestimated (\$71,200 estimated vs. \$146,377.05 actual), due to a second breakfast, after school snacks, and increased milk costs of \$20,706.86, not being reimbursed by the state for milk this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions that are effective (or somewhat effective) at making progress towards the three-year LCAP Goal:

Action 2.1-Student Supervision and Attendance Accountability- This action was deemed somewhat effective as our attendance rates post-COVID have been steady improving. However, REALMS had a number of personnel issues that impacted the overall effectiveness of how goal #2 was carried out. REALMS instruction continued successfully all year, although teacher changes in two classes impacted the continuity of instruction during the school year.

Action 2.2-Additional Classroom Support- Based on progress towards attendance and slight improvement on suspension over the past year, this action was somewhat effective in meeting Goal 2 as the additional paraprofessional support was essential in providing tiered intervention groups during SIPPS and other small group interventions.

Action 2.4-Social Emotional Supports-This action was ineffective as demonstrated by the ongoing number of reported behavior problems and corresponding suspensions for certain student groups throughout the school year. REALMS worked very hard to address student behavior issues, both before and after school by offering enrichment activities yet more research will need to be done to further help students in need.

Action 2.5-Program Manager and Enrollment Coordinator-This action was effective as demonstrated by the increased enrollment over the last three years. REALMS enrollment has increased from 168 to 183 to 226 students over the last three years.

Action 2.6-Meal Program-This action was effective in making progress toward the goal as the number of meals served has increased each year, indicating that students are getting meals that are enabling them to achieve greater levels of success in school.

Actions that were ineffective at making progress towards the three-year LCAP Goal:

Action 2.3-Attendance Awareness-This action was ineffective and was therefore vacated.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As REALMS strives for continuous improvement in our educational goals, we have made the decision to refine our approach to better align with our objectives to receive a high charter performance category and enhance clarity for all educational partners. Specifically, we are updating the description of our goal to ensure it is more accessible and easily understandable, while maintaining consistency in our metrics and desired outcomes. Goal 2 will focus on student enrollment, engagement, and attendance. Additional changes are as follows:

- Action 2.1 will be moved to Goal 3, which better aligns to recruiting and retaining qualified staff.
- Action 2.2 will be removed as classified staffing will be included within other relevant actions
- Action 2.3 was vacated and will be removed moving forward.
- Action 2.4 will be updated to include additional elements of offered enrichment programs
- Action 2.5 will be removed moving forward.
- Action 2.6 will be removed as meals are provided through other programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**





## Goals and Actions

### Goal

Goal #	Description
3	<p>Parents and guardians will actively participate in the REALMS school community through school conferences, volunteer opportunities, social events, and participation in committees.</p> <p>State Priorities: 3A, 3B, 3C</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>3A: Parent participation in:</p> <ul style="list-style-type: none"> <li>• SSC</li> <li>• DELAC</li> <li>• Creation of a PTO</li> </ul>	<ul style="list-style-type: none"> <li>• Parent participation at monthly SSC</li> <li>• Parent participation at monthly ELAC</li> <li>• Currently no PTO</li> </ul>	<p>2021-2022</p> <p>Parent participation at 100% monthly SSC</p> <p>Parent participation 100% monthly ELAC</p> <ul style="list-style-type: none"> <li>• Currently no PTO</li> </ul>	<p>2022-23</p> <p>Parent participation at monthly SSC-33%</p> <p>Parent participation at monthly ELAC-0%</p> <p>Parent participation at monthly PTO-100%</p>	<p>2023-24</p> <p>Parent participation at monthly SSC-100%</p> <p>Parent participation at monthly ELAC-0%</p> <p>Parent participation at monthly PTO-100%</p>	<ul style="list-style-type: none"> <li>• Maintain parent participation at all monthly SSC</li> <li>• Maintain parent participation at all monthly ELAC</li> <li>• Create PTO and support parent participation at all monthly PTO</li> </ul>
<p>3B: Track and communicate required classroom volunteer</p>	<p>193 parents volunteered during the 2020-21 school year</p>	<p>2021-2022</p> <p>694 parents volunteered and/or</p>	<p>2022-2023</p> <p>511 parents volunteered and/or</p>	<p>2023-2024</p> <p>1147 parents volunteered and/or</p>	<p>Double parent volunteer rate to 400 parents annually</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
hours for all parents using parent sign.	(Rate was effected by COVID limitations)	visited the REALMS campus.	visited the REALMS campus.	visited the REALMS campus.	
3C: Rate of parents/guardians of SWD participating in the IEP meeting	100% participation	REALMS successfully maintained 100% parent participation in the IEP meetings.	100% participation	100% participation	Maintain 100% participation

## Goal Analysis

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

Through a review and analysis of our implementation with the actions in Goal 3, we have found the following insights between our planned actions and actual implementation.

### Action 3.1: Communication with Educational Partners

There were no substantive differences in the planned action implementation. Communication with educational partners has been done this year through a number of venues including the REALMS website, Parent Square, Facebook and other social media.

### Action 3.2: School Community Involvement

There was a substantive difference in the planned action implementation of action 3.2. School Community Involvement. This year we had greater parent and guardian involvement in campus beautification days and several class field trips. The planned action to improve involvement at the Parent Teacher Organization, the School Site Council, and the English Language Advisory Council was not actualized this year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

REALMS conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 3 was \$24,500. The estimated actual expenditures for 2023-24 LCAP Goal 3 was \$10,171.80. This is a difference of \$14,328.20.

**Action 3.1: Communication with Educational Partners**  
Communication with educational partners was underestimated (\$5,000 estimated vs. \$6,532.80 actual) due to increased costs of IT services costs to communicate with parents.

**Action 3.2: School Community Involvement**  
School community involvement was overestimated (\$19,500 estimated vs. \$3639 actual) due to less being spent on postage and digital service providers than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**Goal 3** focuses on parent and guardian participation. REALMS parents were actively involved in parent conferences throughout the year, and many families participated in the various awards assemblies, talent show, and other student-centered activities (Priority 3A).

Actions that are effective at making progress towards the three-year LCAP Goal:

**Action 3.1-Communication with Educational Partners-**This action was effective as demonstrated by the number of parents who increased participation in activities that that were notified about via Parent Square and Social Media.

Actions that were ineffective at making progress towards the three-year LCAP Goal:

**Action 3.2-School Community Involvement-**This action was both effective and ineffective toward meeting Goal 3. REALMS did show an increase in family involvement in two campus beautification days, three class field trips, and other on campus events throughout the year. This action was not effective in making progress toward meeting the goal in getting greater parent participation on School Site Council, the Parent Teacher Organization, or the English Language Advisory Council (Priorities 3A-C). We had small numbers of parents attend the first two organizations, but no one attended the ELAC meeting. Alternative means of communication will be explored for increased parent involvement at future meetings.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As REALMS strives for continuous improvement in our educational goals, we have made the decision to refine our approach to better align with our objectives to receive a high charter performance category and enhance clarity for all educational partners. Specifically, we are updating the description of our goal to ensure it is more accessible and easily understandable, while maintaining consistency in our metrics and desired outcomes. Parent involvement and engagement will be the focus of Goal 2 in the 2024-25 LCAP. Thus, Goal 3 will focus on hiring effective instructional staff to enhance the educational experience for all students. Additional, specific, changes are as follows:

- Action 3.1 will be kept, updated to include other avenues of two-way communication, and moved to Goal 2 to better align with priorities and metrics
- Action 3.2 will be kept, but moved to Goal 2 to better align with priorities and metrics

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)	Don Beene Superintendent	superintendent@rcrealms.org 760-375-1010

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is a vibrant learning community nestled in the heart of Ridgecrest, California. Serving as a beacon of educational excellence, REALMS is dedicated to providing a holistic educational experience that integrates rigorous academic standards with rich, diverse cultural programming. Our commitment extends beyond just academic development, embracing the unique musical, language, and scientific talents of each student.

Founded in 2019, REALMS began with the vision of creating a learning environment that champions both traditional academic subjects and specialized programs in language, music, and science. Today, REALMS caters to more than 200 students ranging from transitional kindergarten through sixth grade. Our campus, located near the bustling China Lake Naval Air Weapons Station, draws a dynamic mix of military and civilian families, contributing to the diverse fabric of our school community.

The school employs over 30 dedicated educators and staff committed to fostering a nurturing and challenging educational environment. Each classroom is equipped to provide personalized attention, with an average class size of 25 students, ensuring that each child receives the support and guidance necessary for their educational journey.

As we look to the future, REALMS remains steadfast in its commitment to excellence, innovation, and community engagement. We continue to enhance our programs and facilities to meet the evolving needs of our students and to ensure that we provide a safe, inclusive, and



stimulating an environment where every student can thrive. Our Local Control and Accountability Plan (LCAP) reflects this enduring commitment to our students and the broader Ridgecrest community, outlining our strategic priorities and the steps we will take to achieve them.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

REALMS has diligently reviewed its annual performance as detailed by the 2023 California School Dashboard. This evaluation is vital to our ongoing development of the Local Control and Accountability Plan (LCAP), which aims to enhance educational outcomes and address the specific needs of our diverse student body.

### Performance Highlights and Specific Challenges:

This year, REALMS has encountered significant challenges, particularly in the areas of Chronic Absenteeism and English Language Arts (ELA), which received a 'Red' performance color, indicating critical areas for improvement. Chronic absenteeism slightly increased to 50.2%, underscoring the need for stronger community-school partnerships to ensure regular attendance. As a school, our ELA scores were 79.6 points below standard, which declined by 4.5 points from the 2022 Dashboard.

On a positive note, Mathematics displayed a 'Yellow' performance color, with a significant increase of 31.1 points, suggesting that recent curriculum enhancements and focused teacher training are yielding positive results.

### In-Depth Look at Student Group Performance:

Addressing the low performance (red indicator) of specific student groups is a cornerstone of our strategy to improve overall school performance. This year, our socioeconomically disadvantaged students were identified as the group receiving the lowest performance levels on state indicators, particularly in ELA and Chronic Absenteeism. These insights are particularly concerning as they reflect disparities that could hinder the potential of our students.

In terms of Suspensions, our Hispanic and White students received the lowest performance (red) level on the CA School Dashboard with 12.5% and 17.7%, respectively, suspended at least one day. This indicates a need to focus on student safety and social-emotional wellbeing.

In Mathematics, although there was an overall improvement, the subgroup analysis reveals that our Hispanic students, while showing some progress with an increase of 28.6 points, still remain 93.9 points below the standard. This indicates a clear need for targeted interventions to address these gaps.

To better support our underperforming student groups in ELA, REALMS is implementing several targeted strategies:

- Enhanced Professional Development: Focusing on equipping our educators with the tools and knowledge to better support socioeconomically disadvantaged students, Hispanic, White, and all learners. (see Action 1.4)

- Curriculum Adjustments: Refining our ELA and Math curriculum to better meet the needs of our diverse student population. (see Action 1.1)

To better support our underperforming student groups in Chronic Absenteeism and Suspensions, REALMS is implementing several targeted strategies:

- Parent and Community Engagement: Increasing efforts to involve parents and the community in the educational process, which is critical for understanding and mitigating the factors contributing to chronic absenteeism and low academic achievement. (see Action 2.3)
- Student Support Center: A place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service (see Action 2.4)

The annual performance review provides us with both a reflection of our current capabilities and a directive for future improvement. By focusing on the specific needs of our student groups, REALMS is committed to transforming our educational practices to foster an environment where every student has the opportunity to succeed. This dedicated approach not only addresses immediate academic challenges but also aligns with our broader mission to cultivate a nurturing, inclusive, and academically challenging environment.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

REALMS is not eligible for Differentiated Assistance based on the 2023 CA School Dashboard.

### Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A. REALMS is not eligible for Comprehensive Support and Improvement (CSI).

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A. REALMS is not eligible for Comprehensive Support and Improvement (CSI).

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A. REALMS is not eligible for Comprehensive Support and Improvement (CSI).

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>Parents have many opportunities for engaging in the development of the LCAP, including participation in the Parent Teacher Organization where the LCAP was presented and an opportunity for input and discussion was provided. The School Site Council also engaged parents in discussion and led to many ideas that were incorporated into the LCAP. Parents also had opportunities to fill out surveys to voice their thoughts on many aspects of the school program and staff.</p>
Students	<p>Student input came from many discussions with administrators and teachers about the school and its various programs. Student representatives of 3-6 graders were invited to take part in an outside audit of the school and to have a voice in the operations of the school. Students also have taken surveys to determine their sense of safety and connectedness to REALMS.</p>
Teachers	<p>Teachers have numerous opportunities to provide input for the LCAP, including taking part in Parent Teacher Organization and School Site Council meetings. Teachers also participate in staff meetings every other week in which the team openly discuss items that have found a place in the new LCAP. There are no local bargaining units at REALMS.</p>
Principal(s)	<p>The Assistant Superintendent of Instruction was able to participate in a 4 day training series on the LCAP and learned many new ideas and strategies for engaging educational partners. Furthermore, the ASI has had an open door policy allowing parents, students, and staff members to discuss any topic at any time during the course of the</p>

Educational Partner(s)	Process for Engagement
Administrator(s)	<p>school year. These informal discussions have also lead to a large number of the items that appear in the LCAP.</p> <p>The Superintendent, like the Assistant Superintendent of Instruction, has an open door policy that facilitates a constant and relevant flow of information that is used to inform large parts of the LCAP. Also, the superintendent has attended local community functions and meetings with organizations such as the community college, the Chamber of Commerce, and the Rotary Club that allowed for conversations that helped with parts of the LCAP.</p>
Other School Personnel	<p>Other school personnel, such as the fiscal analyst, human resource technician, office coordinator, executive administrative assistant, food technician, and facilities manage have all had opportunities to share input on the goals and actions of the LCAP through all staff meetings and school surveys. The Governing Board members have received mid-year updates and will be able to provide input during the LCAP Hearing prior to its adoption.</p>
SELPA Administration	<p>SELPA Administration met with REALMS on February 9, 2024, to discuss the successes and concerns found during the special education plan process. SELPA Administration provided feedback regarding high-leverage strategies and possible actions.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP was influenced by the feedback of numerous stakeholders during the course of the year. Especially useful were the discussions of the members of the School Site Council and Parent Teacher Organization. Each group had members voicing their thoughts about the three goals as well as the need for stronger public relations so that more people in the community grow to know about REALMS and all that it has to offer the children of the community. Our educational partners support the three goals and actions set to make progress towards them. Specifically, these are:

- Goal #1: REALMS will fully implement all elements of the charter school petition, improve student outcomes, and achieve a five-year charter renewal.
  - Actions, all supported by our teacher and administrative partners, to make progress towards achieving Goal 1 include: Instructional Materials, ELD Supports, Academic Intervention and Enrichment Programs, Professional Development and Support, and Additional Assessments

Goal #2: REALMS will actively seek opportunities to increase enrollment and engage students and families in order to improve attendance as well as develop and implement an effective, broad-based plan to recruit and retain students and families.

- - , ions, all supported by our school site council and site adm. stration, to promote engagement in Goal 2 include: Social, Emotional Interventions and Support, Communication with Educational Partners, School Community Involvement, Student Support Center, School Attendance Review Team, and Public Relations

Goal #3: REALMS will seek, support, and retain highly qualified, talented staff to meet the needs of our students and families.

- - One action was included to meet the conditions of learning for Goal 3, which was School Staffing. This action was based on input and feedback from by all educational partner groups.

Each goal has a specific set of metrics and methods of measurement to analyze progress each year. These metrics listed, our current standing (baseline), and our 3-year target have been shared with educational partners who will receive updates on progress at minimum annually.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will fully implement all elements of the charter school petition, improve student outcomes, and achieve a five-year charter renewal.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

REALMS has strategically chosen to prioritize the goal of fully implementing all elements of the charter school petition, improving student outcomes, and securing a five-year charter renewal. This decision is deeply rooted in our commitment to providing high-quality education and is aligned with the insights derived from the latest Dashboard data, along with other locally collected data.

The 2023 California School Dashboard revealed specific areas where REALMS needs to focus more intensely. For instance, the Dashboard highlighted that REALMS faced significant challenges with Chronic Absenteeism, and English Language Arts, both marked with a 'Red' status, and Mathematics marked with 'Yellow'. Moreover, subgroups such as socioeconomically disadvantaged students and English learners exhibited lower performance, signaling an urgent need for targeted interventions.

These data points are critical as they directly impact our school's ability to meet the rigorous standards set forth in our charter petition, particularly in the areas of academic achievement and school management. Achieving satisfactory outcomes in these areas is essential not only for our students' success but also for the renewal of our charter.

In identifying this goal, REALMS engaged in comprehensive consultations with a broad spectrum of educational partners, including teachers, parents, school administrators, and community members. These discussions provided valuable insights into the needs and expectations of our school community, emphasizing the importance of aligning our operational strategies with our educational commitments as outlined in our charter.

Furthermore, these consultations highlighted a collective desire for stability and continuous improvement in our school's operations, which are critical to building trust and ensuring the long-term viability of our educational programs.

In pursuit of this broad goal, REALMS is committed to promoting transparency and fostering a deep understanding among all stakeholders about the necessity and rationale behind this decision. By aligning our strategic efforts with the specific areas identified through data analysis and community feedback, we are not only addressing immediate needs but also setting a sustainable path toward long-term success.

Achieving this goal will enable REALMS to uphold the commitments made in our charter petition, demonstrate measurable improvements in student outcomes, and secure a five-year charter renewal. This is essential not just for compliance with educational standards but for affirming our dedication to providing every student with the best possible educational experience.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students with access to standards-aligned instructional materials in all subjects Source: Local Indicators, Local Data LCFF Priority: 1(b)	2023-24 School Year: 100% of students have access to standards-aligned instructional materials in all subjects			2026-27 School Year: Maintain 100% of students have access to standards-aligned instructional materials in all subjects	
1.2	Site facilities in "good" repair Source: Local Indicators, Facility Inspection Tool (FIT) LCFF Priority: 1(c)	2023-24 School Year: REALMS scored "Exemplary" on the FIT protocol			2026-27 School Year: REALMS will score in the "Very Good" or better	
1.3	Level of implementation of state-adopted content Source: Local Indicator Self-Reflection Tool	2024 Self-Reflection Scores ELA-4 ELD-4 Mathematics-4 NGSS-3			2027 Self-Reflection Scores ELA-5 ELD-5 Mathematics-5 NGSS-4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority: 2(a)	History-3 Total Implementation Score: 18/25 (72%)			History-4 Total Implementation Score: 23/25 (92%)	
1.4	Percentage of compliance of implementation of ELD aligned to ELA Academic Standards  Source: Local Data, Daily Schedule Review  LCFF Priority: 2(b)	2023-24 School Year: 100% compliance with required time			2026-27 School Year: Maintain 100% compliance with required time	
1.5	Distance from Standard (DFS) on Statewide Assessments of ELA and Math  Percent Met/Exceeded on CA Science Test (CAST)  Source: CA School Dashboard, CAASPP System  LCFF Priority: 4(a)	2023 CA School Dashboard ELA - DFS (Level) All Students: -79.6 (red) Socioeconomically Disadvantaged: -76.6 (red) English Learners: -85.5 (n/a) Hispanic: -84.5 (orange)  Math - DFS (Level) All Students: -79.6 (yellow) Socioeconomically Disadvantaged: -76.3 (yellow) English Learners: -103 (n/a)			2023 CA School Dashboard ELA - DFS (Level) All Students: -50 (Yellow) Socioeconomically Disadvantaged: -50 (Yellow) English Learners: -55 (Yellow) Hispanic: -55 (Yellow)  Math - DFS (Level) All Students: -50 (Yellow) Socioeconomically Disadvantaged: -50 (Yellow)	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percent of students making progress towards English language proficiency Source: CA School Dashboard LCFF Priority: 4(e)	Hispanic: -93.9 (orange) CAST - Met/Exceeded All Students: 17.39% Socioeconomically Disadvantaged: 8.33% English Learners: N/A Hispanic: 21.43%			English Learners: -65 (Yellow) Hispanic: -65 (Yellow) CAST - Met/Exceeded All Students: 35% Socioeconomically Disadvantaged: 25% English Learners: 35% Hispanic: 35%	
1.7	Percentage rate of students reclassified as English Proficient Source: KIDS, DataQuest (if available) LCFF Priority: 4(f)	2023 CA School Dashboard English Learner Progress Indicator EL: 40% making progress			2026 CA School Dashboard English Learner Progress Indicator EL: 50% making progress	
1.8	Percentage of students having access to and	2023-24 School Year: 100% of students having access to and			2026 Estimated Reclassification (RFEP) Rate: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>enrolled in broad course of study.</p> <p>Source: Local Indicator Self-Reflection Tool</p> <p>LCFF Priority: 7(a)</p> <p>Percentage of unduplicated students enrolled able to access programs and services</p> <p>Source: Local Indicator Self-Reflection Tool</p> <p>LCFF Priority: 7(b)</p>	<p>enrolled in broad course of study.</p> <p>2023-24 School Year: 100% of unduplicated students having access to all available programs and services.</p>			<p>Maintain 100% of students having access to and enrolled in broad course of study.</p> <p>2026-27 School Year: Maintain 100% of unduplicated students having access to all available programs and services.</p>	
1.10	<p>Percentage of students with disabilities enrolled able to access programs and services</p> <p>Source: Local Indicator Self-Reflection Tool</p> <p>LCFF Priority: 7(c)</p>	<p>2023-24 School Year: 100% of students with disabilities enrolled able to access programs and services</p>			<p>2026-27 School Year: 100% of students with disabilities enrolled able to access programs and services</p>	
1.11	<p>Benchmark assessment results on local school-wide assessments</p> <p>Source: Local Assessment Data (e.g., NWEA, iReady)</p> <p>LCFF Priority: 8</p>	<p>Spring 2024 Results</p> <p>NWEA ELA Results:</p> <p>K 155</p> <p>1st 165</p> <p>2nd 172</p> <p>3rd 179</p> <p>4th 199</p> <p>5th 191</p>			<p>Spring 2027 Benchmark Results at or above the 50th percentile for all student groups</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th 203 NWEA Math Results: K 158 1st 173 2nd 185 3rd 192 4th 206 5th 203 6th 215			Reading/ELA Expected Outcomes K 153 1st 171 2nd 185 3rd 197 4th 204 5th 210 6th 215  Math Expected Outcomes: K 157 1st 176 2nd 189 3rd 201 4th 210 5th 218 6th 222	

### Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language.	\$55,000.00	No
1.2	Supplemental ELD Supports	Supplemental ELD curriculum for designated and integrated ELD enrichment is used in all grade level classes.	\$2,500.00	Yes
1.3	Academic Intervention and Enrichment Programs	After-school and/or summer programs to support students' academic needs and academic enrichment. Extra-curricular courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions.	\$276,000.00	Yes
1.4	Professional Development and Support	Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management.	\$123,000.00	Yes
1.5	Assessments	Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, iReady, and DIBELS.	\$17,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will actively seek opportunities to increase enrollment and engage students and families in order to improve attendance as well as develop and implement an effective, broad-based plan to recruit and retain students and families.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

REALMS has set forth the goal to actively seek opportunities to increase enrollment and engage students and families, alongside developing a comprehensive plan to recruit and retain students and their families. This goal is pivotal to sustaining our school's vitality and enhancing our educational impact.

The 2023 California School Dashboard indicated a significant challenge with Chronic Absenteeism, marked with a 'Red' status, indicating that over 50% of our students were chronically absent. This level of absenteeism not only affects student learning outcomes but also reflects potential issues in student and family engagement. Furthermore, the Dashboard highlighted areas of concern in academic performance that can be directly affected by inconsistent attendance, such as lower scores in English Language Arts and Mathematics for certain student subgroups.

In determining the focus of this goal, REALMS engaged in extensive discussions with our educational partners, including parents, community leaders, and educational experts. These discussions emphasized the importance of a robust engagement strategy that extends beyond the classroom to involve families and the community. Feedback from these stakeholders consistently pointed to the need for a more inclusive and comprehensive approach to engagement that addresses barriers to regular attendance and participation.

To address these challenges, REALMS recognizes the need to not only increase our student body but also to ensure that once students and families join our community, they remain engaged and invested. This goal involves creating targeted outreach programs that highlight the unique benefits of our educational model, particularly our focus on language, music, and science, to attract new families. Additionally, it entails the implementation of retention strategies such as family support services, community events, and regular communication to build a strong, supportive school community.

By transparently communicating the reasons behind this goal and the strategies involved in achieving it, REALMS aims to foster a deeper understanding and commitment among all stakeholders. This transparency ensures that our community understands the direct link between

engager, attendance, and academic success, and the critical role that increased enrollment plays in sustaining our school's diverse and dynamic environment.

In pursuing this goal, REALMS is dedicated to not only enhancing our enrollment figures but also deepening our engagement with students and families, thereby creating a more vibrant, inclusive, and successful educational community. This dual approach will serve to improve attendance rates, enhance academic performance, and ensure a stable and thriving school environment.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Parents in Attendance to Weekly Assemblies Source: Local Data, School Check-in System LCFF Priority: 3(a) Parent Input	2023-24 School Year: On average, 12 parents are in attendance each week at the assemblies			By the 2026-27 school year, we intend to have an average of 36 parents/guardians per week at the assemblies	
2.2	Percentage of Parents of Unduplicated Students involved in Advisory Committees (PTO, ELAC, SSC) Source: Local Data, Sign-In Sheets LCFF Priority: 3(b) Unduplicated Parent Input	2023-24 School Year: Currently, we have 20% of our advisory committee parents/families that represent our unduplicated pupils			By the 2026-27 school year, we intend to have 40% of our advisory committee parents/families that represent our unduplicated pupils	
2.3	Rate of parents/guardians of	2023-24 School Year: 100% parent participation and input			Maintain 100% participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>SWD participating in the IEP meeting</p> <p>Source: IEP Meeting Documentation</p> <p>LCFF Priority: 3(c) SWD Parent Input</p>	<p>at meetings for students with disabilities</p>				
2.4	<p>Attendance Rate</p> <p>Source: KiDS, Local SIS</p> <p>LCFF Priority: 5(a)</p>	<p>2023-24 School Year: All Students - 93.8% Socioeconomically Disadvantaged - 93.4% English Learners - 94.2% Students with Disabilities - 91.9%</p>			<p>2026-27 School Year: 95% or better for all student groups</p>	
2.5	<p>Chronic Absenteeism Rate</p> <p>Source: CA School Dashboard</p> <p>LCFF Priority: 5(b)</p>	<p>2023 CA Dashboard: All Students: 50.2% (Red) Socioeconomically Disadvantaged: 61.3% (Red) White: 40% (Orange) English Learners: 42.1% (N/A)</p>			<p>2026 Dashboard: All Students: 20% (Yellow) Socioeconomically Disadvantaged: 20% (Yellow) White: 10% (Green) English Learners: 12% (N/A)</p>	
2.6	<p>Suspension Rate</p> <p>Source: CA School Dashboard</p> <p>LCFF Priority: 6(a)</p>	<p>2023 CA Dashboard: All Students: 12.8% (Orange) Hispanic: 12.5% (Red) White: 17.7% (Red) Socioeconomically Disadvantaged: 10.9% (Orange)</p>			<p>2026 CA Dashboard: All Students: 3% (Green) Hispanic: 3% (Green) White: 5% (Yellow)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 22.9% (Orange)			Socioeconomically Disadvantaged: 2% (Green) Students with Disabilities: 6% (Yellow)	
2.7	Expulsion Rate Source: CDE DataQuest, Local Data LCFF Priority: 6(b)	2023-24 School Year: 0% of students were expelled			2026-27 School Year: Maintain 0% of students were expelled	
2.8	Survey of Safety and Connectedness Source: LCFF Priority: 6(c)	2023-24 School Year Percent of students who report that they: <ul style="list-style-type: none"> <li>enjoy going to school-38%</li> <li>feel safe-75%</li> <li>get along with classmates-75%</li> <li>satisfied with their teacher-75%</li> </ul>			By 2026-27, percent of students who report that they: <ul style="list-style-type: none"> <li>enjoy going to school-50%</li> <li>feel safe-83%</li> <li>get along with classmates-83%</li> <li>satisfied with their teacher-83%</li> </ul>	



## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Interventions and Supports	After-school and/or summer programs to support students' social-emotional needs and academic enrichment. Courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions.	\$45,000.00	No
2.2	Communication with Educational Partners	Families will be notified of volunteer opportunities and events through teacher and school announcements in print or digital formats. Digital platforms for communicating with families may include: REALMS website, ParentSquare, Facebook Page, etc.	\$7,000.00	Yes
2.3	School Community Involvement	Involve parents and community organization members as a key component of the Charter School's and students' success through regular communication, participation, and continuous improvement to school-	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community relations. This action pays for materials and staffing to host various activities and events with the intent of increasing involvement.		
<b>2.4</b>	Student Support Center	The Student Support Center will be located in the main building and serve as a place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service. The Student Support Center will house an onsite staff member for direct support as well as a first aid and health station. The goal of the Student Support Center is to address specific student issues that prevent them from learning within the classroom environment.	\$152,000.00	Yes
<b>2.5</b>	School Attendance Review Team (SART)	REALMS will establish a positive school attendance review team (SART) to collaborate with families to increase student attendance. Funding will help pay for outside resources and off-set staffing costs for this established team which will bring people and resources together to review, identify, and respond to attendance issues with the ultimate goal of increasing student academic engaged time.	\$160,000.00	Yes
<b>2.6</b>	Public Relations	We will engage in activities that inform the greater Ridgecrest community about REALMS, enrollment opportunities, and educational events hosted by the school. Funds will be used to seek various opportunities to partner with the community and receive feedback to improve the student experience.	\$17,500.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will seek, support, and retain highly qualified, talented staff to meet the needs of our students and families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) has established the goal to seek, support, and retain a talented staff as a cornerstone of our strategy to meet the diverse needs of our students and their families. This goal is crucial for enhancing our educational offerings and ensuring consistent, high-quality instruction.

The decision to prioritize staff support and retention is informed by insights from the 2023 California School Dashboard, particularly in areas where performance challenges align with needs for specialized instructional capabilities. For example, our challenges with English Language Arts and Mathematics underscore the need for highly skilled educators who can deliver targeted interventions. Additionally, local indicators such as the implementation of academic standards, which REALMS has met, highlight the importance of maintaining and building upon our current educational practices, which hinge significantly on the talents and skills of our staff.

This goal was refined through consultations with a range of educational partners, including current faculty, administrative staff, parents, and community stakeholders. These discussions emphasized the importance of not only attracting but also supporting and retaining high-quality staff as essential to fostering a stable and effective learning environment. Feedback pointed to the need for ongoing professional development, competitive compensation, and a supportive work culture as key factors in retaining top talent.

REALMS is committed to implementing a multi-faceted strategy to attract, support, and retain the best educational professionals. This strategy includes:

- Professional Development: Offering continuous opportunities for professional growth that allow staff to stay at the forefront of educational innovation and best practices.
- Competitive Compensation and Benefits: Ensuring that our compensation packages are competitive and commensurate with the demands of the roles, thereby attracting and retaining high-caliber staff.
- Supportive Work Environment: Cultivating a workplace culture that values collaboration, innovation, and wellness, which are crucial for job satisfaction and long-term staff retention.

By clearly articulating this goal and the rationale behind it, REALMS aims to ensure transparency and foster a shared understanding among all stakeholders of the importance of investing in our staff. This approach not only enhances staff morale and effectiveness but also directly impacts the quality of education and support services provided to our students and their families.

In pursuing this goal, REALMS is dedicated to building a team that is not only highly skilled and professionally fulfilled but also deeply committed to our mission of providing a superior educational experience. This strategic focus on staff excellence is essential to advancing our educational goals and meeting the ever-evolving needs of our school community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers appropriately assigned and fully credentialed  Source: Teacher Assignment Monitoring, Local Data  LCFF Priority: 1(a)	2023-24 School Year: 80% of teaching staff were appropriately assigned and fully credentialed			2026-27 School Year: 90% of teaching staff were appropriately assigned and fully credentialed	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, targets, outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

**Actions**

Action #	Title	Description	Total Funds	Contributing
3.1	School Staffing	REALMS will adequately staff all teaching and support positions. REALMS will recruit, support, and retain highly qualified classified staff and teachers towards becoming appropriately assigned and fully credentialed.	\$1,587,564.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$331,045	\$3,933

Required Percentage to Increase or Improve Services for the LCAP Year		
Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	Total Percentage to Increase or Improve Services for the Coming School Year
11.927%	6.598%	18.525%
	LCFF Carryover — Dollar	
	\$139,755.90	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Academic Intervention and Enrichment Programs</p> <p><b>Need:</b> Socioeconomically disadvantaged students were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English</p>	<p>Staff will design surveys for students and parents to learn more about the needs and interests of students for before and after school and summer programs. Teachers and administrators will analyze assessment data to see which curricular areas need more support and intervention opportunities for our unduplicated students throughout the school year. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from the additional programs and</p>	<p>Metric 1.3: Level of implementation of state-adopted content as measured by Local Indicator Self-Reflection Tool addressing LCFF Priority: 2(a) Metric 1.5: Distance from Standard (DFS) on Statewide Assessments of ELA and Math as</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. Assessment data will continue to be used to identify the academic needs of unduplicated students that can be addressed outside the regular instructional day.</p> <p>Our educational partner groups advocate for additional programs and enrichment opportunities for students at REALMS to experience throughout the school year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>enrichment opportunities to experience throughout the school year. Providing academically-focused activities after school and in Summer will provide a safe environment to learn and help address deficiencies and gaps in performance.</p>	<p>measured by the percent met/exceeded on CA Science Test (CAST) as recorded on the CA School Dashboard, CAASPP System addressing LCFF Priority: 4(a) Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8</p>
1.4	<p><b>Action:</b> Professional Development and Support</p> <p><b>Need:</b> Socioeconomically disadvantaged students were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. Continued measurement and assessment data will be</p>	<p>Staff members will be acquiring professional development in areas such as curriculum, instruction, intervention and classroom management, so that all students, including unduplicated students, have better opportunities to engage in learning. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from up-to-date instructional practices that address the unique needs of the individual student all while providing a safe environment to learn and help address deficiencies and gaps in performance.</p>	<p>Metric 1.3: Level of implementation of state-adopted content as measured by Local Indicator Self-Reflection Tool addressing LCFF Priority: 2(a) Metric 1.5: Distance from Standard (DFS) on Statewide Assessments of ELA and Math as measured by the percent met/exceeded on CA Science Test (CAST) as recorded on the CA School Dashboard, CAASPP</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>used to show how Unduplicated Student groups will benefit from high quality instruction that is improved through ongoing professional development and support. Our educational partner groups (e.g., teacher, administrators, other staff) advocate for additional professional learning to support instruction for staff at REALMS to focus on instruction and behavior management.</p> <p><b>Scope:</b> LEA-wide</p>		<p>System addressing LCFF Priority: 4(a) Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8</p>
1.5	<p><b>Action:</b> Assessments</p> <p><b>Need:</b> Low income pupils were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. In order to determine and make changes to the academic needs of unduplicated students, both formative and summative assessments need to be administered and analyzed to guide instruction toward improving learning.</p>	<p>General education and special education teachers will administer assessments to students in a timely and systematic way and monitor the results of both formative and summative assessments in order to gain information that will be used to inform decisions about instruction and student groups that will most effectively educate all students, including unduplicated students. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from continuous monitoring and focused instructional practices that address the unique needs of the individual student in the learning process and help address deficiencies and gaps in performance.</p>	<p>Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8 Metric 1.5: Statewide assessment of ELA/Math/Science</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Several educational partner groups discussed the need for formative and summative measures to help better guide and support instruction at REALMS to focus on academic growth throughout the school year.</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Communication with Educational Partners</p> <p><b>Need:</b> Local data indicates that participation in school events or volunteer opportunities are lower amongst parents and families of unduplicated pupils. REALMS believes that families are an important component of a child's overall school experience. With our low-income students in RED on the CA Dashboard for ELA and Chronic Absenteeism, it's important to connect and partner with families to increase student attendance and academic achievement. Through our educational partner discussions, we will use surveys as one means to identify the needs of unduplicated students and barriers that they may be facing that limit their abilities to engage to their full potential in school programs and opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Office staff and teachers will use digital and print resources to provide ongoing communication with families so that all students have the opportunity to participate in as many school related activities as desired.</p> <p>By providing this action on an LEA-wide basis, our unduplicated students' as well as all students' families will benefit from timely communication and feel welcomed within the school environment.</p>	<p><b>Metric 2.1:</b> Number of parents in attendance at weekly assemblies as measured by local data and the school check-in system addressing LCFF Priority: 3(a) Parent Input</p> <p><b>Metric 2.2:</b> Percentage of Parents of Unduplicated Students involved in Advisory Committees (PTO, ELAC, SSC) as measured by local data and sign-in sheets addressing LCFF Priority: 3(b) Unduplicated Parent Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p><b>Action:</b> School Community Involvement</p> <p><b>Need:</b> As with the gaps in attendance, ELA, Math, and high suspensions identified within our unduplicated students, we recognize the need to connect classroom learning to the greater community. REALMS has not provided as many opportunities for families to participate in their child's education as possible. Input from our Educational Partners provided insight that unduplicated student groups often face additional barriers to participation that will be minimized through advanced notifications and multiple opportunities for participation throughout the school year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Staff will calendar and establish a variety of opportunities for families of unduplicated pupils to participate in activities alongside their children to foster their child's social, emotional, and academic growth during each month throughout the school year.</p> <p>By providing this action on an LEA-wide basis, our unduplicated students as well as all students we hope to break down and minimize barriers to participation through advanced notifications and multiple opportunities for participation throughout the school year.</p>	<p>Metric 2.1: Number of parents in attendance at weekly assemblies as measured by local data and the school check-in system addressing LCFF Priority: 3(a) Parent Input</p> <p>Metric 2.4: Attendance Rate as measured by P2 Count, from the Local Student Information System addressing LCFF Priority: 5(a)</p> <p>Metric 2.8: Survey of Safety and Connectedness as measured by local surveys addressing LCFF Priority: 6(c)</p>
2.4	<p><b>Action:</b> Student Support Center</p> <p><b>Need:</b> Many students come to school with needs that may or may not be identified. Observational, attendance, and discipline data shows that student needs are usually best addressed in a location outside of the classroom until students are able to return with minimal distractions to the learning environment. Moreover, our low-income students along with all students were RED on the CA School Dashboard in the area of Chronic Absenteeism. In addition, our low-income pupils were ORANGE on the CA</p>	<p>Student Support Center staff will provide a variety of resources to meet the social, emotional, and physical needs of students on a short term basis with the goal of returning students to their homeroom classes as soon as possible. Provided on an LEA-Wide basis to unduplicated and all pupils, support may include counseling students on social issues, helping students deescalate from emotional situations, or administering first aid or supervising students for pickup by family members.</p>	<p>Metric 2.4: Metric 2.4: Attendance Rate as measured by P2 Count, from the Local Student Information System addressing LCFF Priority: 5(a)</p> <p>Metric 2.5: Chronic Absenteeism Rate as reflected on the CA School Dashboard addressing LCFF Priority: 5(b)</p> <p>Metric 2.6: Suspension Rate as reflected on the CA School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard for Suspensions with 10.9% suspended at least one day. Although this is slightly better than All Students (12.8%), it depicts a justification for this action to support our students social-emotional and physical needs. Educational partner groups acknowledge this need and reported to be in favor of this action.</p> <p><b>Scope:</b> LEA-wide</p>		<p>addressing LCFF Priority: 6(a) Metric 2.8: Survey of Safety and Connectedness as measured by local surveys addressing LCFF Priority: 6(c)</p>
2.5	<p><b>Action:</b> School Attendance Review Team (SART)</p> <p><b>Need:</b> REALMS student information system has identified a large percentage of students who are chronically absent from school. This absenteeism affects students' education and can lead to further absenteeism. Our low-income students (61.3%) along with all students (50.2%) were RED on the CA School Dashboard in the area of Chronic Absenteeism. In addition, suspensions create days away from the learning environment. Our low-income pupils were ORANGE on the CA Dashboard for Suspensions with 10.9% suspended at least one day. Educational partner groups acknowledge this need and reported to be in favor of having a collaborative team to review and support increased school attendance.</p> <p><b>Scope:</b></p>	<p>School staff, including an administrator, clerical staff, and teachers will establish a School Attendance Review Team (SART) to work with parents and guardians and a law enforcement representative to determine the reason for the absenteeism and to help connect families with community resources to reduce student absences and tardiness.</p> <p>This is being provided on an LEA-wide basis as the SART will be principally directed to our most at-risk student groups (e.g., low-income, EL, foster youth) but will also be available for any pupil at risk of high levels of absenteeism from school.</p>	<p>Metric 2.5: Chronic Absenteeism Rate as reflected on the CA School Dashboard addressing LCFF Priority: 5(b)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Supplemental ELD Supports</p> <p><b>Need:</b> ELLs at REALMS are performing significantly below standard in ELA, with a noted decline of 6 points from the previous year, bringing them to 85.5 points below the standard. This decline indicates a growing gap in language proficiency and literacy skills essential for academic success in all subject areas. In addition, CA Dashboard data revealed that only 40% of ELLs are making progress toward English language proficiency, showing a substantial decline of 20% from the previous year. This indicator is critical as it reflects the effectiveness of the language acquisition programs in place, suggesting that the current strategies may not be adequately supporting the needs of ELL students.</p> <p>Educational partners recognize the need for this action. Based upon the Home Language Survey, that is part of the enrollment package,</p>	<p>This action is considered limited as English Learners will benefit primarily. Classroom teachers will be providing supplemental instruction using the ELD curriculum of Wonders Reading as well as using Launch to Literacy as an additional online program for English language learners in each individual classroom.</p>	<p>Metric 1.6: Percent of students making progress towards English language proficiency as recorded on the CA School Dashboard addressing LCFF Priority: 4(e)</p> <p>Metric 1.7: Percentage of students reclassified as English Proficient as recorded by DataQuest addressing LCFF Priority: 4(f)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Measure Effectiveness
	<p>English Learners will receive annual ELPAC testing to determine their abilities across four strands. Information from parents obtained during English Language Advisory Council meetings will inform additional needs of ELD students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding is not sufficient to increase staff providing direct services. However, these funds will be used for professional development (Action 1.4), curriculum (Action 1.1), and intervention resources (Action 1.3) that will provide differentiated support of Tier 1 instruction within all classroom of the school. Teacher coaches and Peer Mentor Teachers will also strengthen the core instructional program of each classroom, offering more ways in which struggling students can access content standard information and differentiating the manners in which students are able to demonstrate their learning through a variety of assessments addressing the varied learning styles of all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:50
Staff-to-student ratio of certificated staff providing direct services to students		1:25

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)		2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)		LCFF Carryover — Percentage (Input Percentage from Prior Year)		Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)							
	Totals	2,775,675	331,045	Other State Funds	Local Funds	11.927%	6.598%	18.525%								
<b>Totals</b>	<b>LCFF Funds</b>	<b>\$1,942,000.00</b>	<b>Other State Funds</b>	<b>\$316,700.00</b>	<b>Local Funds</b>	<b>\$0.00</b>	<b>Federal Funds</b>	<b>\$188,864.00</b>	<b>Total Funds</b>	<b>\$2,447,564.00</b>	<b>Total Personnel</b>	<b>\$2,135,064.00</b>	<b>Total Non-personnel</b>	<b>\$312,500.00</b>		
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials	All	No		All Schools	All Schools	Ongoing	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
1	1.2	Supplemental ELD Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.3	Academic Intervention and Enrichment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$76,000.00	\$115,000.00	\$161,000.00			\$276,000.00	
1	1.4	Professional Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$123,000.00	\$58,000.00			\$67,000.00	\$123,000.00	
1	1.5	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$17,000.00	\$17,000.00				\$17,000.00	
2	2.1	Social Emotional Interventions and Supports	All	No		All Schools	All Schools	Ongoing	\$40,000.00	\$5,000.00	\$5,000.00			\$40,000.00	\$45,000.00	
2	2.2	Communication with Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
2	2.3	School Community Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$2,000.00	\$152,000.00				\$152,000.00	
2	2.5	School Attendance Review Team (SART)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$10,000.00	\$160,000.00				\$160,000.00	
2	2.6	Public Relations	All	No			All Schools	Ongoing	\$7,500.00	\$10,000.00	\$17,500.00				\$17,500.00	
3	3.1	School Staffing	All	No			All Schools	Ongoing	\$1,587,564.00	\$0.00	\$1,350,000.00	\$155,700.00		\$81,864.00	\$1,587,564.00	



# 2024-25 Contributing Actions Table

1. Projected LCFE Base Grant	2. Projected LCFE Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,775,675	331,045	11.927%	6.598%	18.525%	\$514,500.00	0.000%	18.536 %	<b>Total:</b>	\$514,500.00
								<b>LEA-wide Total:</b>	\$512,000.00
								<b>Limited Total:</b>	\$2,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental ELD Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,500.00	
1	1.3	Academic Intervention and Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
1	1.4	Professional Development and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,000.00	
1	1.5	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	
2	2.2	Communication with Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
2	2.3	School Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.4	Student Support Center	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$152,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	School Attendance Review Team (SART)	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$160,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals	\$2,290,689.00	\$2,120,963.85			
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Materials	No	\$39,000.00	568.41
1	1.2	ELD Supports	Yes	\$1,500.00	2,250
1	1.3	Academic Intervention and Enrichment Programs	No	\$175,350.00	235,086
1	1.4	Professional Development and Support	Yes	\$121,749.00	41,489.73
1	1.5	Assessments	Yes	\$14,800.00	16,399.15
2	2.1	Student Supervision and Attendance Accountability	No	\$1,649,550.00	1,498,874.03
2	2.2	Additional Classroom Support	No	\$53,800.00	93,086.91
2	2.3	Attendance Awareness (Vacated)	No	\$0.00	0
2	2.4	Social Emotional Interventions and Supports	No	\$18,000.00	38,608.35
2	2.5	Program Manager and Enrollment Coordinator	Yes	\$121,240.00	38,052.42
2	2.6	Meal Program	No	\$71,200.00	146,377.05

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Communication with Educational Partners	Yes	\$5,000.00	6,532.80
3	3.2	School Community Involvement	Yes	\$19,500.00	3,639

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
248,119	\$215,139.00	\$108,363.10	\$106,775.90	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Contributing Actions (LCFF Funds)	Estimated Actual Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	ELD Supports	Yes	\$1,500.00	2,250		
1	1.4	Professional Development and Support	Yes	\$54,199.00	41,489.73		
1	1.5	Assessments	Yes	\$14,800.00	16,399.15		
2	2.5	Program Manager and Enrollment Coordinator	Yes	\$121,240.00	38,052.42		
3	3.1	Communication with Educational Partners	Yes	\$5,000.00	6,532.80		
3	3.2	School Community Involvement	Yes	\$18,400.00	3,639		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,118,006	248,119	0.00	11.715%	\$108,363.10	0.000%	5.116%	\$139,755.90	6.598%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
  - **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
  - **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as separate and distinct pupil subgroup with a numerical significant at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.



# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## **Requirements**

2024-25 Local Control and Accountability Plan for Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)

**School districts and COEs:** EC sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** EC Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).

- For [Es](#), see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

• A : )ient response to this prompt will provide educational partners ) the public with clear, specific information about how the engage )ent process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

• An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

• For the purposes of this prompt, this may also include, but is not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### **Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### **Focus Goal(s) Description**

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

#### **Type of Goal**

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.*

### **Broad Goal Description**

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### **Type of Goal**

Identify the type of goal being implemented as a Broad Goal.

### **State Priorities addressed by this goal.**

2024-25 Local Control and Accountability Plan for Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)



Identify e ) of the state priorities that this goal is intended to address

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative, but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

• **Required metrics for LEA-wide actions:** For each action identified: 1) contributing towards the requirement to increase or improve foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

• **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

#### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “Measuring Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A descriptor of the effectiveness or ineffectiveness of the specific action to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in EC Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEA \_\_\_\_\_ that have Red Dashboard indicators for (1) a school within the \_\_\_\_\_, (2) a student group within the LEA, and/or (3) a student group \_\_\_\_\_ within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in EC Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

**Please Note:** For the purpose of meeting the Increased or Improved Services requirement and consistent with EC Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA’s goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Concluding statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

### LCFF Carryover — Percentage



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Furt simply stating that an LEA has a high enrollment percentage specific student group or groups does not meet the increased services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers provide targeted supports to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is not included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis on unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1) and inverting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

#### **Contributing Actions Annual Update Table**

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

This percentage is the Estimated Actual LCFF Supplemental Grant (9) plus the LCFF Carryover – Percentage from the prior year. ) or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

**Policy 1312.3: Uniform Complaint Procedures**

**Status:** ADOPTED

**Original Adopted Date:** 02/24/2021 | **Last Revised Date:** 06/13/2024 | **Last Reviewed Date:** 06/13/2024

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

#### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
  3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.
  4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
  5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
  6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
  7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)
  8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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## 2024-25 SCHOOL IMPROVEMENT PROCESS

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) began to work with Management Analyst Dr. Jonathan Gage from Kern County Superintendent of Schools on our School Improvement Process to help us continue to grow in our capacity as a school and address ongoing challenges.

We selected two groups of four employees each, both credentialed and classified, to look at past data and our Dashboard scores. We landed on two areas of focus, which are Chronic Absenteeism and our Instructional Program.

Staff were surveyed and based upon that survey, out of the two areas of focus came the Identified Problem of Practice: State and local data indicates our current instructional program is not effectively preparing all students, especially when students are absent from the classroom instruction.

We then looked at the Dashboard and other local data to determine our Root Causes and found two root causes: we have yet to create a shared accountability system and processes to address student absences, and we have yet to provide consistent, well trained instructional staff to all students.

From these two root causes we worked as teams to develop two theories of action. If we create a shared accountability system and processes to address student absences... AND...If we provide consistent, well trained instructional staff to all students... THEN, our data will show that our current instructional program is effective at preparing all students and minimizes student absences. With this work our Focusing Direction Phase of the Continuous Improvement Process was complete and we moved into the Implementation Phase.

The first stage is exploration, where potential solutions to the previous theory If Statements are explored. REALMS staff are currently in this stage, Exploration. The two teams are doing research on their respective foci and have ongoing meetings to share data and work toward the next steps: Pre-Implementation, which is focused on creating a change of knowledge and/or mindset, Initial Implementation, which is focused on monitoring a change in practice to ensure fidelity, and finally, Full Implementation, which is focused on monitoring student outcome data to ensure practice is providing the results for all students.

After a couple of months of SIP work, Dr. Gage was assigned elsewhere and we then began to work with Management Analyst Lilly Rosenberger. We will continue to work with Mrs. Rosenberger throughout the school year to make progress and to see growth in both areas.

H.R.2

Mid-Year 2024-25 LCAP Update

Goal 1: All students will demonstrate growth in their social emotional development as measured by an analysis of data relating to parent/guardian support and school climate and connectedness through action items that build students' capacity and skills in order for students to continue to grow in their social emotional development.

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2024
<b>Priority 3 – Parental Involvement and Family Engagement</b> 1.1 Number of parents/guardians attending Court and Community School Back to School Night events	Court: 106 parents/guardians attended 4 events Community: 54 parents/guardians attended 4 events	Court: 58 parents/guardians attended 4 events Community: 40 parents/guardians attended 4 events
Metrics 1.2 through 1.5 are related to LCAP Town Hall meetings and the LCAP survey, both of which will conclude in March 2025.		
<b>Priority 5 – Student Engagement</b> 1.6 School attendance rate	Court: 85.1% Community: 84.8%	Court: 90.1% Community: 84.7%
1.7 Chronic absenteeism rate	Court: 6.1% Community: 77.7%	Court: 6.1% Community: 72.1%
1.8 High school graduation rate	Court: 28.3% (DASS rate: 59.15) Community: 34.6% DASS rate: 82.5%	Court: 39.1% (DASS rate unavailable) Community: 28.0% (DASS rate unavailable)
Priority 6 – School Climate 1.9 Suspension rate	Court: 4.1% Community: 10.1%	Court: 5.6% Community: 9.6%
Metrics 1.10 through 1.13 are related to the LCAP survey, which will conclude in March 2025.		

Action	Action Title	Current Status	Budgeted Expenditures	Estimated Actuals as of 12/2024	Notes
1.1	Professional Learning and Coaching	In progress	\$50,000	\$10,000	MTSS funds; any leftover funds will be utilized in the 2025-26 school year
1.2	MTSS Program Specialist	Implemented	\$160,560	\$77,568	Title I funds
1.3	School Social Workers	Implemented	\$895,611	\$447,806	Title I funds; SBHIP funds

1.4	Contract with Kern County Probation Department	Implemented	\$350,000	\$350,000	Contract for two officers at Bridges Academy.
1.5	Campus Supervisors	Implemented	\$347,421	\$173,711	
1.6	Program Specialist – Behavior Emphasis	Implemented	\$185,867	\$81,167	
1.7	Community Schools Outreach and Engagement Facilitator	Implemented	\$133,179	\$62,791	CSI funds
1.8	School Engagement	In progress	\$5,000	\$500	Funds for field trips and leadership opportunities
1.9	School Connectedness	In progress	\$10,000	\$0	MTSS funds were utilized to purchase school/mascot merchandise to use as student incentives.
1.10	Parent Engagement	In progress	\$20,000	\$7,500	Outreach/maillings regarding school activities
1.11	School Messenger	Modified	\$5,000	\$5,000	The Alternative Program switched from the School Messenger platform to Parent Square.

**Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths as measured by an analysis of data relating to the provision of basic services, implementation of Common Core State Standards, continued parent/guardian involvement, increased student academic achievement, increased student engagement, and access to a broad course of study through action items that support the academic achievement of all students.**

Metric	Baseline from 2024-25 LCAP	Current Status through 12/2024
<b>Priority 1 – Basic Services</b> 2.1 Percentage of teachers that are fully credentialed	97%	84% (7 teachers in Year 1 or 2 of the Teacher Induction program)
<b>Priority 2 – Implementation of State Standards</b> Metrics 2.2 through 2.4 are related to the LCAP survey, which will conclude in March 2025.		
<b>Priority 4 – Student Achievement</b> 2.5 Percentage of students Court and Community School who score Standard Met or Standard Exceeded	Court English: 0%; Math 0% Community English: 7.36%; Math: 0%	Court English: 2.74%; Math 0% Community English: 9.03%; Math: 0.71%
2.6 Number of students earning academic credit in an a-g course	27 students (2.8% of students enrolled for at least 30 days)	Data not available until the end of the school year.



2.7	Percentage of English learners making progress toward English language proficiency	Court: 53.3% Community: 41.4%	Court: 29.4% Community: 18.8%
2.8	English Learner Reclassification Rate	1.1%	Data unavailable until the end of the school year.
2.9	Percentage of students who score at the Standard Exceeded rate	Court English: 0%; Math: 0% Community English: 1.23%; Math: 0%	Court English: 0%; Math: 0% Community English: 4.17%; Math: 0.71%
<b>Priority 7 – Course Access</b>			
2.10	Percentage of Students with Disabilities that are provided services based on individualized need determined by assessment and reviewed at least annually by an IEP team, delivered in the least restrictive environment	100%	100%
2.11	Percentage of Students with Disabilities that receive universal screening for emotionally related mental health services upon enrollment in residential Court School to determine additional social emotional support or service needs	100%	100%
<b>Priority 8 – Pupil Outcomes</b>			
2.12	STAR Renaissance Pre/Post average growth	Court Reading: 8 months; Math: 6 months Community Reading: 3 months; Math: 3 months	Court Reading: 6.7 months; Math: 7 months Community Reading: 2.2 months; Math: 3 months
Metrics 2.13 through 2.14 are related to the LCAP survey, which will conclude in March 2025.			
<b>Priority 9 – Coordination of Instruction of Expelled Pupils</b>			
2.15	Frequency of meetings held with superintendents of Kern County districts	Monthly	Monthly

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2024	Notes
2.1	Teacher Staffing	Implemented	\$2,300,650	\$1,150,000	Specified teachers; funds for extra help teachers and substitutes
2.2	Paraprofessionals	Implemented	\$1,990,748	\$990,000	
2.3	Outlying School Sites	Implemented	\$250,000	\$125,000	West Kern and Lake Isabella school sites
2.4	Edmentum Curriculum	Implemented	\$125,000	\$122,000	

2.5	Project Based Learning	In progress	\$15,000	\$8,200	Title II funds
2.6	Teacher – Instructional Specialist	Implemented	\$142,127	\$62,790	CSI funds
2.7	Educational Associates – Technology	Implemented	\$295,650	\$138,220	Impero allows teachers to view students' screens to ensure they are not accessing inappropriate websites
2.8	Impero Contract	Implemented	\$20,000	\$10,000	
2.9	Hardware Update	In progress	\$200,000	\$75,000	
2.10	CTE Building and Construction Trades	Implemented	\$138,382	\$65,504	
2.11	Academic Associates	Implemented	\$397,703	\$180,331	
2.12	Teacher – EL Specialist	Implemented	\$189,023	\$87,270	
2.13	English Learner Professional Development	Implemented	\$25,000	\$39,649	LCRSG funds. In year three of a three-year contract with the Instructional Support division for professional learning.
2.14	Transportation	In progress	\$5,000	\$1,000	Bus passes provided to students with transportation challenges
2.15	Frontline	Implemented	\$10,000	\$8,000	Automated substitute system
2.16	Aeries	Implemented	\$20,000	\$20,000	Student data base system

**Goal 3: Specific student groups will demonstrate an annual increase in CAASPP scores and graduation rates and an annual decrease in chronic absenteeism as measured by an analysis of data relating to pupil achievement, pupil engagement, and school climate through action items that support the academic achievement, attendance rate, and suspension rate of designated student groups.**  
**(Equity Multiplier Goal)**

	Metric	Baseline from 2024-25 LCAP	Current Status through 12/2024
<b>Priority 4 – Student Achievement</b>			
3.1	Community School Socioeconomically Disadvantaged student group CAASPP Standard Met/Standard Exceeded rate	English: 6.85% Math: 0%	English: 7.87% Math: 0.80%
<b>Priority 5 – Student Engagement</b>			
3.2	Community School Hispanic student group chronic absenteeism rate	76.1%	66.1%
3.3	Community School Socioeconomically Disadvantaged student group chronic absenteeism rate	78.5%	73.4%

3.4	Community School English learner student group graduation rate	23.8%	19.5%
3.5	Community School Hispanic student group graduation rate	29.3%	28.5%
3.6	Community School Socioeconomically Disadvantaged student group graduation rate	34.0%	28.1%
3.7	Community School Students with Disabilities student group graduation rate	21.2%	26.9%
3.8	Community School White student group graduation rate	48.7%	32.4%
3.9	Court School Hispanic student group graduation rate	34.9%	43.4%
3.10	Court School Socioeconomically Disadvantaged student group graduation rate	28.3%	39.1%
3.11	Court School Students with Disabilities student group graduation rate	23.5%	31.4%
<b>Priority 6 – School Climate</b>			
3.12	Community School English learner student group suspension rate	9.2%	6.2%
3.13	Community School Hispanic student group suspension rate	9.2%	7.1%
3.14	Community School Socioeconomically Disadvantaged student group suspension rate	10.2%	10.2%
3.15	Community School Homeless student group suspension rate	23.3%	5.6%
3.16	Court School African American student group suspension rate	5.8%	7.6%
<b>Priority 8 – Pupil Outcomes</b>			
3.17	Community School English learner student group college and career readiness rate	0%	2.7%
3.18	Community School Hispanic student group college and career readiness rate	7.9%	3.4%
3.19	Community School Socioeconomically Disadvantaged student group college and career readiness rate	7.5%	4.1%

3.20	Community School Students with Disabilities student group college and career readiness rate		9.4%	8.0%
3.21	Community School White student group college and career readiness rate		2.6%	3.0%
3.22	Court School African American student group college and career readiness rate		0%	0%
3.23	Court School Hispanic student group college and career readiness rate		3.9%	2.4%
3.24	Court School Socioeconomically Disadvantaged student group college and career readiness rate		2.4%	2.3%
3.25	Court School Students with Disabilities student group college and career readiness rate		3.0%	2.9%

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2024	Notes
3.1	Data Training	Not implemented	\$25,000	\$0	The program has been unable to find a company that can meet the individualized need of an Alt Ed environment. The program will be reaching out to Solution Tree in the spring of 2025 to determine if they are able to assist.
3.2	Professional Learning Communities	In progress	\$30,000	\$18,000	
3.3	ELD Teachers	In progress	\$390,000	\$127,120	Two of three teachers have been hired.
3.4	Instructional Assistant III – Behavior Emphasis	In progress	\$65,000	\$0	Due to lack of qualified applicants, this position has not been filled.
3.5	CTE Multi-Use Space	Implemented	\$750,000	\$750,000	
3.6	CTE Teacher	Implemented	\$45,000	\$20,655	
3.7	College and Career Fairs	In progress	N/A	N/A	Students have been attending field trips to local colleges and places of employment. A week-long career fair is planned for the spring of 2025. The DA team meets every 3-4 weeks.
3.8	Differentiated Assistance Team	Implemented	N/A	N/A	
3.9	Attendance	Implemented	\$40,000	\$40,000	Attendance software system

3.10	Campus Supervisor Hours	Modified	\$13,000	\$0	Duties are able to be completed during the normal work day.
3.11	Campus Supervisor	In progress	\$40,000	\$0	Due to a lack of qualified applicants, this position has not been filled.
3.12	Vice Principal	Implemented	\$150,000	\$91,740	
3.13	School Resource Office	In progress	\$185,000	\$0	Officer expected to start in January/February 2025.

**Goal 4: Foster Youth Services Coordinating Program intends to maintain the coordination of foster youth services throughout Kern County by training, supporting, and collaborating with the county's local education agencies (LEAs), county office of education schools, placement agencies, and communities to eliminate and/or reduce the unique educational barriers that foster youth students may experience when enrolling, attending, and succeeding in school.**

**(This goal does not utilize LCFF funding.)**

Metric		Baseline from 2024-25 LCAP	Current Status through 12/2024
<b>Priority 10 (a) – Working with the county Child Welfare Agency to minimize changes in school placement</b>			
4.1	Number of regional meetings, trainings, and technical assistance provided to child welfare and probation	822	380
4.2	Number of services provided to child welfare social workers and probation officers, including records requests, consultation, and Best Interest Determination meetings	802	312
4.3	Percentage reduction in gap between foster youth and non-foster youth students in school stability rates	34% gap Foster Youth: 56% Non-Foster Youth: 90%	31% gap Foster Youth: 58% Non-Foster Youth: 89%
4.4	Percentage reduction in gap between foster youth and non-foster youth students in suspension rates	12% gap Foster Youth: 16% Non-Foster Youth: 4%	Updated data not available
<b>Priority 10(b) – Providing educational-related information to the County Child Welfare Agency to assist in the delivery of services to foster youth, including court reports</b>			
4.5	Number of bimonthly Foster Youth Education Network meetings hosted by FYSCP with LEA foster youth education liaisons, child welfare, and probation staff	5	2

4.6	Number of active Foster Focus user accounts with child welfare, probation, and school staff	469	334 (inactive user accounts deactivated in November 2024)
4.7	Number of child welfare, probation, and school staff trained on identification and case management features of Foster Focus	65	25
4.8	Percentage reduction in gap between foster youth and non-foster youth students in chronic absenteeism rates	11% gap Foster Youth: 35% Non-Foster Youth: 24%	14% gap Foster Youth: 33% Non-Foster Youth: 19%
4.9	Percentage gap in CAASPP ELA proficiency scores between foster youth and non-foster youth students	19% gap Foster Youth: 19% Non-Foster Youth: 38%	22% gap Foster Youth: 17% Non-Foster Youth: 39%
4.10	Percentage gap in CAASPP Mathematics proficiency scores between foster youth and non-foster youth students	15% gap Foster Youth: 8% Non-Foster Youth: 23%	14% gap Foster Youth: 9% Non-Foster Youth: 23%
4.11	Percentage gap in dropout rates between foster youth and non-foster youth students	17% gap Foster Youth: 26% Non-Foster Youth: 9%	26% gap Foster Youth: 37% Non-Foster Youth: 11%
4.12	Percentage gap in four-year graduation rate between foster youth and non-foster youth students	29% gap Foster Youth: 56% Non-Foster Youth: 85%	33% gap Foster Youth: 54% Non-Foster Youth: 87%
4.13	Number of meetings conducted by the Foster Youth Services Director in collaboration with the Juvenile Agencies Meeting (JAM)	4	2
4.14	Number of foster youth completing financial aid applications through the FYSCP College Navigator Program	23	8
4.15	Percentage of foster youth completing financial aid applications during their senior year	36%	8%

<p><b>Priority 10(d) – Establishing a mechanism for the efficient expeditious transfer of health and education records and education passports</b></p> <p>4.16 Percentage of foster youth students with completed electronic school records and/or education rights holder information</p>	72%	41%
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Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2024	Notes
4.1	MOU with Child Welfare Services Agency	Implemented	\$6,500	\$6,500	
4.2	Foster Youth Education Facilitators	Implemented	\$251,529	\$125,764	
4.3	Communication with Department of Human Services	Implemented	N/A	N/A	
4.4	Prevention Services Facilitator and Clerk	Implemented	\$216,313	\$108,156	
4.5	FAFSA	Implemented	N/A	N/A	
4.6	FYSCP Research Specialist	Implemented	\$148,661	\$74,330	
4.7	FYSCP Clerk	Implemented	\$78,070	\$39,035	
4.8	Student Voice Training	Implemented	N/A	N/A	
4.9	YES Conference	In progress	\$10,000	\$0	Conference to be held March 2025
4.10	YES School Site Organizations	Implemented	N/A	N/A	
4.11	Peer Support Specialist	Implemented	\$76,11	\$38,055	
4.12	Partnership with Post-Secondary Institutions	Implemented	N/A	N/A	

**Goal 5: All schools in Kern County Special Education programs will demonstrate improvements related to their functional and core academic skills in the areas of English Language Arts and mathematics by reducing the Distance from Standard (DFS) on state academic assessments, improving scores on local common formative assessments (CFA) tied to the program's adopted standards-based curriculum, receiving appropriate instruction and support to meet IEP goals, and reducing absenteeism and suspensions across all programs and student groups to ensure maximum student participation in their individualized programs.**  
**(This goal does not utilize LCFF funding.)**

Metric		Baseline from 2024-25 LCAP	Current Status through 12/2024
<b>Priority 2 – Implementation of State Standards</b>			
5.1	Number of staff participating in at least one training on Core Curriculum and Instruction	353	100
5.2	Number of completed training hours for the purpose of improving specialized instruction	7,466	2,815
5.3	Percentage of ULS (ESN) teachers who logged on and used the program’s adopted curriculum for ELA and/or math within the past month	46%	65%
5.4	Activity in SAAVAS ELA curriculum	Active students: 41% Active days: 3 days per student Active teachers: 66%	Active students: 29% Active days: 3 days per student Active teachers: 57%
<b>Priority 4 – Student Achievement</b>			
5.5	CAASPP ELA Distance from Standard	85.6 points	101.4
5.6	CAASPP Math Distance from Standard	111 points	128.8
5.7	Percentage of English learners making progress toward English language proficiency	37.8%	17.2%
<b>Priority 5 – Student Engagement</b>			
5.8	Percentage of students enrolled for 30 or more days who are chronically absent	66.3%	52%
<b>Priority 6 – School Climate</b>			
5.9	Suspension rate	5.2%	0.95%
5.10	Percentage of students who participate in social emotional learning or PBIS activities at least once each week	New metric – 0%	57%

Action	Action Title	Current Status	Budgeted Exp.	Estimated Actuals as of 12/2024	Notes
5.1	Core Curriculum Implementation by Teachers	In progress	\$18,000	\$14,000	
5.2	Social Emotional Learning (SEL)	In progress	\$25,000	\$20,000	



5.3	Crisis Intervention Programs	In progress	\$20,000	\$12,000
5.4	IEP Development Training	In progress	\$12,000	\$2,000
5.5	Common Formative Assessment (CFA) Development	Modified	\$5,000	\$2,000
5.6	Student Participation Handbook	Modified	\$3,000	\$500

# Kern County Community School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

H.2.4

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

### 2024-25 School Contact Information

<b>School Name</b>	Kern County Community School
<b>Street</b>	1300 17th Street
<b>City, State, Zip</b>	Bakersfield, CA 93301
<b>Phone Number</b>	(661) 852-5570
<b>Principal</b>	Molly Mier
<b>Email Address</b>	momier@kern.org
<b>School Website</b>	www.kern.org/alted/
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	15 10157 1530310

### 2024-25 District Contact Information

<b>District Name</b>	Kern County Office of Education
<b>Phone Number</b>	(661) 636-4000
<b>Superintendent</b>	Dr. John G. Mendiburu
<b>Email Address</b>	jomendiburu@kern.org
<b>District Website</b>	www.kern.org

### 2024-25 School Description and Mission Statement

The purpose of the Alternative Education program is to provide our diverse student population with inclusive and effective instructional practices in support of increasing academic skills and pro-social behaviors.

Community School is operated by the Kern County Superintendent of Schools Office and serves students in grades K-12. Six program locations positioned throughout the county provide support to the county's 46 school districts. Two school sites are located in Bakersfield and serve approximately 60% of the total enrollment for Community School. The other four school sites are located in Delano, Lake Isabella, Mojave, and Taft.

## 2024-25 School Description and Mission Statement

Community School is designed to work closely with and support the efforts of Kern County schools and districts, parents, the Kern County probation department, and other related agencies. Academics are tailored to individual student needs and are intended to provide the foundation for educational success. The goal of Community School is to support students in becoming productive members of the community by providing quality educational opportunities. The year-round program of Community School benefits students who have experienced educational deficits during the regular school year. The student population served is primarily transitory and short term.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	2
Grade 7	14
Grade 8	25
Grade 9	24
Grade 10	84
Grade 11	96
Grade 12	123
<b>Total Enrollment</b>	<b>368</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.6
Male	61.4
American Indian or Alaska Native	0.8
Black or African American	14.4
Filipino	0.3
Hispanic or Latino	68.2
Two or More Races	0.8
White	15.5
English Learners	18.2
Foster Youth	3
Homeless	4.6
Socioeconomically Disadvantaged	95.1
Students with Disabilities	9.8

## **A. Conditions of Learning** State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.20	45.22	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	17.20	54.78	46.50	13.17	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.10	7.11	18854.30	6.86
<b>Total Teaching Positions</b>	<b>31.40</b>	<b>100.00</b>	<b>353.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.80	46.03	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	5.39	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.70	45.88	39.70	11.19	11953.10	4.28
Unknown/Incomplete/NA	0.70	2.70	16.60	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	<b>27.80</b>	<b>100.00</b>	<b>355.30</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.40	31.78	221.60	65.15	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.89	26.60	7.84	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.90	8.81	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.50	62.33	33.70	9.92	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	28.10	8.27	14303.80	5.15
<b>Total Teaching Positions</b>	<b>16.90</b>	<b>100.00</b>	<b>340.20</b>	<b>100.00</b>	<b>277698</b>	<b>100</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.50	0
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	<b>0.00</b>	<b>1.50</b>	<b>0</b>

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	17.20	12.70	10.5
<b>Total Out-of-Field Teachers</b>	<b>17.20</b>	<b>12.70</b>	<b>10.5</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.9	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Exact Path, Edmentum, 2020	Yes	0
	California English 9, Edmentum, 2020		
	California English 10, Edmentum, 2020		
	California English 11, Edmentum, 2020		
	California English 12, Edmentum, 2020		
<b>Mathematics</b>	Exact Path, Edmentum, 2020	Yes	0
	Foundations Mathematics I, Edmentum/Custom Course, 2021		
	Foundations Mathematics II, Edmentum/Custom Course, 2021		
	PLATO Course Consumer Mathematics, Edmentum, 2020		
	PLATO Course Financial Mathematics, Edmentum, 2020		
	California Algebra I Edmentum, 2020		
	California Algebra II Edmentum, 2020		
	California Geometry, Edmentum, 2020		
PLATO Course Pre-Calculus, Edmentum, 2020			
<b>Science</b>	PLATO Course Biology with Virtual Labs, Edmentum, 2020	Yes	0



	Life Science, Edmentum/Custom Course, 2021		
	PLATO Course High School Earth and Space Science, Edmentum, 2020		
	PLATO Course Chemistry, Edmentum, 2020		
	PLATO Course Physics, Edmentum, 2020		
<b>History-Social Science</b>	PLATO Course World History, Edmentum, 2020	Yes	0
	PLATO Course U.S. History, Edmentum, 2020		
	PLATO Course U.S. Government, Edmentum, 2020		
	PLATO Course Economics, Edmentum, 2020		
<b>Foreign Language</b>	Spanish I, Edmentum, 2020	Yes	0
	Spanish II, Edmentum, 2020		
<b>Health</b>	Health, Edmentum, 2020	Yes	0
	Health 1: Life Management Skills, Edmentum, 2020		
<b>Visual and Performing Arts</b>	Art History and Appreciation, Edmentum, 2020	Yes	0
	PLATO Course Music Appreciation, Edmentum, 2020		
	Music Appreciation: The Enjoyment of Listening, Edmentum, 2020		
	PLATO Course Introduction to Visual Arts, Edmentum, 2020		
	Art in World Cultures, Edmentum, 2020		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Community School provides safe environments for student learning, utilizing classroom and independent study instructional strategies. School facilities are well maintained and provide adequate space for students and staff. The KCSOS maintenance and operations department continuously monitors school sites to ensure that classrooms and facilities are in good repair and conducive to a productive learning environment. Emergency maintenance needs are given the highest priority. A Williams Settlement notice is posted in all classrooms describing the procedures to be taken if any student, parent, staff, or community member determines a facility has not been adequately maintained.

Community Learning Center (CLC) is located in Bakersfield on the Kelly F. Blanton Student Education Center campus. CLC has space for elementary and junior high classroom programs in addition to independent study classrooms and a Learning Center for students who receive Special Education services. This school site has office space to house administrative and office staff in addition to support providers.

CLC Tech is also located on the Kelly F. Blanton Student Education Center campus. This large school site can accommodate 10 classrooms, including space for a Learning Center for students who receive Special Education services. Additional office space is available for office staff, administration, and both in-house and contracted support providers.

East Kern Community School is located in Mojave and contains a large space to provide instruction through independent study. There is also front office space for clerical support.

Lake Isabella Community School has an office and classroom space for a teacher to meet with small groups of students.

North Kern Community School, located in Delano, has an administration building and multiple classrooms to provide instruction in either a classroom or independent study environment. There is also a Learning Center classroom to support students who receive Special Education services. The site has a multi-purpose building with a full kitchen and stage.

West Kern Community School is located in Taft. This school site has space for two teachers to work with small groups of students and is supported by a school clerk.

Year and month of the most recent FIT report

April - June 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	7	9	34	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	1	22	21	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	148	78.31	21.69	9.03
Female	74	57	77.03	22.97	8.93
Male	115	91	79.13	20.87	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	31	25	80.65	19.35	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	113	84	74.34	25.66	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	42	36	85.71	14.29	11.43
English Learners	33	23	69.70	30.30	0.00
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	140	78.21	21.79	8.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	189	141	74.60	25.40	0.71
Female	74	53	71.62	28.38	0.00
Male	115	88	76.52	23.48	1.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	31	23	74.19	25.81	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	113	80	70.80	29.20	1.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	42	35	83.33	16.67	0.00
English Learners	33	23	69.70	30.30	0.00
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47	23.53	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	133	74.30	25.70	0.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	1.72	4.12	0.95	2.82	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	97	76.98	23.02	4.12
Female	56	45	80.36	19.64	0.00
Male	70	52	74.29	25.71	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	16	11	68.75	31.25	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	79	61	77.22	22.78	6.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	23	82.14	17.86	0.00
English Learners	17	14	82.35	17.65	0.00
Foster Youth	--	--	--	--	--
Homeless	12	9	75.00	25.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	89	75.42	24.58	4.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

## 2023-24 Career Technical Education Programs

During the 2023-24 school year, KCSOS offered career courses linked to a wide range of pathways which were available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who together ensure linked learning opportunities and connections. A career readiness course aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam is available to Community School students. ServSafe certification is embedded into this course. KCSOS also offers a WIOA-funded JobsPlus! course for transitioning juniors and seniors to build soft skills, earn industry-recognized certifications, and allow students to participate in paid work-based learning. North Kern Community School students participate in hands-on career readiness activities through an on-site STEM lab. Additionally, classes are offered both online and in-person throughout the school year for all Community School sites, leading to industry certifications in OSHA forklift safety, CPR, AHLAI Hospitality, and ServSafe. Trades workshops to build construction and culinary skills are also offered on an ongoing basis. Due to the short average length of enrollment in Community Schools, KCSOS does not have CTE pathway completers. KCSOS students earned 384 industry-recognized certifications in 2023-24. CTE certifications earned are entered into Aeries when received. KCSOS is part of the Alliance for College and Career Pathways collaborative and the Central/Mother Lode Regional Consortium that provide forums to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS, and the Kern Community College District. Kern Youth @ Work is also represented through the Bakersfield College Child Development Collaborative, Kern High School District's Regional Occupational Center Partners, and on the KCSOS Kern Pledge College and Career Ready inter-agency work group. Habitat for Humanity, Kern Family Healthcare, Kern Behavioral Health, Kern

## 2023-24 Career Technical Education Programs

County Aging and Adult Services, KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and Kern County Juvenile Probation all provide pathway support and guidance as valued industry partners.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	187
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38%

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	77%	69%	77%	69%	85%
Grade 9	79%	82%	85%	83%	85%



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents are considered a critical component of the educational process. All efforts are made to involve parents, beginning with a student/parent orientation conference upon initial enrollment. Community School has policies and procedures for parental contact regarding student progress and attendance. Teachers send home written performance reports, as needed, and maintain contact logs to document parent/guardian telephone contacts. Parents are able to access information related to their child's attendance and performance through the Parent Portal. Community School hosts Back to School Night events each year. Parents are invited to meet with their child's teacher(s) to discuss classroom procedures, expectations, and grade level curriculum, and to visit a variety of booths that provide information regarding the available resources. Through the English Learner Advisory Committee (ELAC), information is also made available to parents regarding the importance of student attendance, various topics of concern to English learners, and participation in ELAC.

Town Hall meetings are conducted at Community School sites to explain the LCFF/LCAP process and share data. Parents are given the opportunity to provide feedback through the electronic LCAP survey. Hard copies of the survey are made available to those that need it.

For more information regarding parental involvement opportunities, please contact Molly Mier, Director of Alternative Education, at (661) 852-5570.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	53.8	54.5	68.0	32.8	33.2	36.1	7.8	8.2	8.9
<b>Graduation Rate</b>	37.8	30.0	20.7	56.4	52.2	56.2	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	169	35	20.7
<b>Female</b>	64	15	23.4
<b>Male</b>	105	20	19.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	19	2	10.5
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	115	22	19.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	33	10	30.3
<b>English Learners</b>	37	4	10.8
<b>Foster Youth</b>	12	2	16.7
<b>Homeless</b>	15	4	26.7
<b>Socioeconomically Disadvantaged</b>	168	35	20.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	25	6	24.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1107	851	467	54.9
Female	427	332	168	50.6
Male	680	519	299	57.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	179	143	102	71.3
Filipino	--	--	--	--
Hispanic or Latino	751	562	284	50.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	154	128	68	53.1
English Learners	204	149	84	56.4
Foster Youth	47	34	29	85.3
Homeless	91	75	53	70.7
Socioeconomically Disadvantaged	1063	822	462	56.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	93	73	78.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.97	10.22	14	4.73	5.69	6.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0.04	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.00	0.00
Female	12.65	0.00
Male	14.85	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	13.73	0.00
Foster Youth	27.66	0.00
Homeless	25.27	0.00
Socioeconomically Disadvantaged	14.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	30.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Community School campuses are in good repair and maintenance is scheduled when deficiencies are noted. School sites are neat, clean, and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. A safety

## 2024-25 School Safety Plan

planning committee reviews the components of Community Schools' Comprehensive School Safety plan. The School Safety Plan is reviewed, updated, and discussed with school staff annually.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	2	2	0	0

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	2	1	0	0

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	16	5	0
Mathematics	16	16	5	0
Science	16	16	5	0
Social Science	16	16	5	0

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	5	1
Mathematics	21	8	5	1
Science	21	8	5	1
Social Science	21	8	5	1

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	8	2
Mathematics	24	5	8	2
Science	24	5	8	2
Social Science	24	5	8	2

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	184

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$33,126.18	\$13,898.63	\$19,227.55	\$94,009.20
District	N/A	N/A	N/A	80,270
Percent Difference - School Site and District	N/A	N/A	N/A	15.8
State	N/A	N/A	\$10,771	95,160
Percent Difference - School Site and State	N/A	N/A	56.4	-1.2

## Fiscal Year 2023-24 Types of Services Funded

In addition to basic state funding that Community School receives to provide educational services to students, the following list describes some of the funding programs in which Community School participates:

- 1) Title I, Part A funds the salaries and benefits of specific staff members, including school social workers, teachers, and teacher specialists.
- 2) Lottery and state textbook funds ensure there are sufficient curriculum and instructional materials.
- 3) Title II funds are utilized to support professional learning for instructional staff.
- 4) Special Education funding provides funds to pay for Special Education teachers, paraprofessionals, and program specialists, along with supplementary materials necessary for students with IEP's.
- 5) Comprehensive Support and Improvement funds are utilized to improve student outcomes.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	55,506	51,260
Mid-Range Teacher Salary	79,457	69,649
Highest Teacher Salary	103,407	100,643
Average Principal Salary (Elementary)		N/A
Average Principal Salary (Middle)		N/A
Average Principal Salary (High)		136,984
Superintendent Salary		167,524
Percent of Budget for Teacher Salaries		24.80%
Percent of Budget for Administrative Salaries		6.64%



## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

The Alternative Education program regularly conducts needs assessments to determine the professional development needs of instructional staff. Input is gathered from a variety of sources including, but not limited to, surveys, observations, and student achievement data. This input is used to help guide the planned professional development each school year. During the 2023-24 school year, professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, ELD supports, Universal Design for Learning, and trauma informed practices.

The Alternative Education program utilizes a variety of methods to deliver professional development and support implementation of curriculum and instructional strategies. Instructional staff attend workshops/trainings lead by the program's teacher specialists and members of the KCSOS Instructional Support division. In addition, staff may attend conferences/trainings presented by outside agencies. Follow-up and support is provided to instructional staff through formal and informal observations, coaching, mentoring, and collaboration with peers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	4	5

# Kern County Juvenile Court School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

### 2024-25 School Contact Information

<b>School Name</b>	Kern County Juvenile Court School
<b>Street</b>	1300 17th Street
<b>City, State, Zip</b>	Bakersfield, CA 93301
<b>Phone Number</b>	(661) 852-5570
<b>Principal</b>	Molly Mier
<b>Email Address</b>	momier@kern.org
<b>School Website</b>	www.kern.org/alted/
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	15 10157 1530302

### 2024-25 District Contact Information

<b>District Name</b>	Kern County Superintendent of Schools
<b>Phone Number</b>	(661) 636-4000
<b>Superintendent</b>	Dr. John G. Mendiburu
<b>Email Address</b>	jomendiburu@kern.org
<b>District Website</b>	www.kern.org

### 2024-25 School Description and Mission Statement

The purpose of the Alternative Education program is to provide our diverse student population with inclusive and effective instructional practices in support of increasing academic skills and pro-social behaviors.

The Juvenile Court School programs are operated by the Kern County Superintendent of Schools Office. All juveniles served by Court Schools are placed by the juvenile justice system. Court School operates five separate year-round programs including four residential programs (Central School, Erwin Owen High School, Redwood High School, and the Jamison Children's Shelter School) and one non-residential program (Bridges Academy).

## 2024-25 School Description and Mission Statement

Central School provides educational services to students in all grades who are wards of the court and either reside in the Youth Detention Center; Pathways Academy, a female treatment camp housed in the facility; or the Furlough Treatment and Recovery Program, a short-term intervention program for wards arrested for violations of furlough.

Erwin Owen High School is a residential treatment camp that provides educational and vocational services to male juvenile offenders for an average period of four to six months. In addition to traditional academic instruction, ROP auto shop, forestry work, and animal husbandry provide work experience, vocational training, and career pathway development. Weekly pre-release conferences are conducted to ensure the student and parent are aware of all supports that are in place to help the student as he transitions out of the institution.

Redwood High School is located at the Larry J. Rhodes Crossroads Facility and provides educational services to Kern County's most delinquent male youth in a boot camp-like setting. Students are committed to either a 24 or 36-week program. A construction technology class is available for students to obtain high-quality vocational training. Weekly pre-release conferences are conducted to ensure the student and parent are aware of all supports that are in place to help the student as he transitions out of the institution. Also located on the Redwood campus is APEX, a Kern County Secure Youth Treatment Facility that was established to transition California Division of Juvenile Justice youth to local custody.

A. Miriam Jamison Children's Center School is housed on the grounds of a 24-hour emergency shelter for abused, neglected, and abandoned children. The program offers short-term educational services to students in transition to foster care or other home placements.

Bridges Academy is a school-based collaborative involving Court School, the Kern County Probation Department, mental health providers, and other agencies. This program offers a structured and supervised school environment where high school students can receive vocational education and enrichment while working to complete high school requirements.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	2
Grade 7	3
Grade 8	8
Grade 9	23
Grade 10	43
Grade 11	53
Grade 12	103
<b>Total Enrollment</b>	<b>236</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	18.1
Male	81.9
American Indian or Alaska Native	0.9
Black or African American	22.2
Hispanic or Latino	61.4
Two or More Races	0.9
White	15.7
English Learners	11.1
Foster Youth	9.3
Socioeconomically Disadvantaged	100
Students with Disabilities	31.9

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	47.03	216.50	61.34	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.17	32.00	9.07	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	32.80	9.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.50	38.76	46.50	13.17	12115.80	4.41
Unknown/Incomplete/NA	1.70	9.04	25.10	7.11	18854.30	6.86
<b>Total Teaching Positions</b>	<b>19.30</b>	<b>100.00</b>	<b>353.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	48.95	251.90	70.89	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.40	4.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.60	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.00	45.06	39.70	11.19	11953.10	4.28
Unknown/Incomplete/NA	1.30	5.95	16.60	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	<b>22.30</b>	<b>100.00</b>	<b>355.30</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.50	44.00	221.60	65.15	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.17	26.60	7.84	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.17	29.90	8.81	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	11.40	47.63	33.70	9.92	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	28.10	8.27	14303.80	5.15
<b>Total Teaching Positions</b>	24.00	100.00	340.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	7.50	10.00	11.4
<b>Total Out-of-Field Teachers</b>	7.50	10.00	11.4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.4

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Exact Path, Edmentum, 2020	Yes	0
	California English 9, Edmentum, 2020		
	California English 10, Edmentum, 2020		
	California English 11, Edmentum, 2020		
	California English 12, Edmentum, 2020		
<b>Mathematics</b>	Exact Path, Edmentum, 2020	Yes	0
	Foundations Mathematics I, Edmentum/Custom Course, 2021		
	Foundations Mathematics II, Edmentum/Custom Course, 2021		
	PLATO Course Consumer Mathematics, Edmentum, 2020		
	PLATO Course Financial Mathematics, Edmentum, 2020		
	California Algebra I, Edmentum, 2020		
	California Algebra II, Edmentum, 2020		
	California Geometry, Edmentum, 2020		
PLATO Course Pre-Calculus, Edmentum, 2020			
<b>Science</b>	PLATO Course Biology with Virtual Labs, Edmentum, 2020	Yes	0



	Life Science, Edmentum/Custom Course, 2021		
	PLATO Course High School Earth and Space Science, Edmentum, 2020		
	PLATO Course Chemistry, Edmentum, 2020		
	PLATO Course Physics, Edmentum, 2020		
<b>History-Social Science</b>	PLATO Course World History, Edmentum, 2020	Yes	0
	PLATO Course U.S. History, Edmentum, 2020		
	PLATO Course U.S. Government, Edmentum, 2020		
	PLATO Course Economics, Edmentum, 2020		
<b>Foreign Language</b>	Spanish I, Edmentum, 2020	Yes	0
	Spanish II, Edmentum, 2020		
<b>Health</b>	Health, Edmentum, 2020	Yes	0
	Health 1: Life Management Skills, Edmentum, 2020		
<b>Visual and Performing Arts</b>	Art History and Appreciation, Edmentum, 2020	Yes	0
	PLATO Course Music Appreciation, Edmentum, 2020		
	Music Appreciation: The Enjoyment of Listening, Edmentum, 2020		
	PLATO Course Introduction to Visual Arts, Edmentum 2020		
	Art in World Cultures, Edmentum, 2020		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

In conjunction with the Kern County Probation Department, Court School provides safe environments for student learning. Policies and procedures are in place to ensure communication and coordination between educators and probation staff. School facilities are well maintained and provide adequate space for students and staff. KCSOS and probation maintenance and operations departments continuously monitor Court School sites to ensure that classrooms and facilities are in good repair and conducive to a productive learning environment. Emergency maintenance needs are given the highest priority. A Williams Settlement notice is posted in all classrooms describing the procedures to be taken if any student, parent, staff, or community member determines a facility has not been adequately maintained.

All Court School programs are located within probation-run facilities with the exception of Bridges Academy, which is located on the Kelly F. Blanton Student Education Center.

Central School is housed within probation's Youth Detention Center, which provides classroom space to serve groups of students. The facility provides a school office for administration, space for counseling and testing services, a large day room for activities which require additional space, and a Learning Center for the delivery of Special Education services.

Erwin Owen High School is housed within probation's Camp Owen facility, which has classrooms that are utilized by the school to provide academic instruction. Space is also dedicated for an auto shop program and a Learning Center for the delivery of Special Education services. Additionally, the facility provides a school office for administration and a school library.

Redwood High School is housed within probation's Crossroads facility, which has classrooms that are available to support the education of students. The facility provides a school office for administration, space for the delivery of counseling services, a school library, and a Learning Center for the delivery of Special Education services.

Jamison Center School is housed on the A. Miriam Jamison Children's Center property. The facility provides classroom space for educational services.

Bridges Academy is housed at the Kelly F. Blanton Student Education Center and provides classrooms that are used to deliver educational services, a Construction Technology classroom, and a recreational room. Additionally, there are large multi-office rooms for probation and education staff.

Year and month of the most recent FIT report

March - July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		one probation facility; maintenance in progress
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	2	5	34	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	1	22	21	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	88	75	85.23	14.77	5.33
<b>Female</b>	16	12	75.00	25.00	0.00
<b>Male</b>	72	63	87.50	12.50	6.35
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	25	19	76.00	24.00	10.53
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	47	42	89.36	10.64	2.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	16	14	87.50	12.50	7.14
<b>English Learners</b>	12	12	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	72	84.71	15.29	5.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	17	77.27	22.73	11.76

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	73	83.91	16.09	1.37
Female	16	12	75.00	25.00	0.00
Male	71	61	85.92	14.08	1.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	25	19	76.00	24.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	46	41	89.13	10.87	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	13	81.25	18.75	7.69
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	71	83.53	16.47	1.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	16	76.19	23.81	6.25

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	0.00	1.69	0.95	2.82	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	60	82.19	17.81	3.33
Female	--	--	--	--	--
Male	65	55	84.62	15.38	3.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	19	11	57.89	42.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	44	40	90.91	9.09	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	59	84.29	15.71	3.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	6.67

## 2023-24 Career Technical Education Programs

During the 2023-24 school year, Kern Youth @ Work offered Career Readiness courses aligned with the CTECS (Career & Technical Education Consortium of States) job readiness exam. All Court School students take this course, which is paced so that students can change facilities/schools and continue the curriculum where they left off. ServSafe certification is embedded into this course. KCSOS also offers a WIOA-funded JobsPlus! course for transitioning juniors and seniors to build soft skills, earn industry certifications, and allow students to participate in paid work-based learning. Automotive classes are offered at both Redwood and Erwin Owen High Schools. Career courses linked to a wide range of pathways are available to all students through the Edmentum online learning platform. These courses are supported by the academic teaching staff who work together to ensure linked learning opportunities and connections. Additional instructional support is provided to students with disabilities per their IEP and to English Learners, as needed. CTE construction staff offer trades skills instruction at two Court School sites, which are aligned with the NCCER Core Construction curriculum. These classes include OSHA-10 for Construction and Forklift Safety certifications. Trades workshops also provide CTE instruction for in-custody youth on weekends. Workshops include logistics, welding, electrical, furniture building, and culinary arts. OSHA forklift safety, ServSafe, and CPR certification courses are offered multiple times throughout the year to interested students. KCSOS students earned 384 industry-recognized certifications in 2023-24. CTE certifications earned are entered into Aeries when received. Articulated college credits earned are entered directly into the CATEMA college data system. KCSOS is part of the Alliance for College and Career Pathways collaborative and the Central/Mother Lode Regional Consortium that provide forums to connect with industry representatives, secure CTE funding, and to coordinate pathways between traditional high school districts, KCSOS,

## 2023-24 Career Technical Education Programs

and the Kern Community College District. Kern Youth @ Work is also represented on the Bakersfield College Child Development Collaborative, Kern High School District's Regional Occupational Center Partners, and on the KCSOS Kern Pledge College and Career Ready inter-agency work group. Habitat for Humanity, Kern Family Healthcare, Kern Behavioral Health, Kern County Aging & Adult Services, KCSOS Transportation, KCSOS Central Kitchen, KCSOS Maintenance & Operations, and Kern County Juvenile Probation all provide pathway support and guidance as valued industry partners. Students enrolled in Court School do not complete full CTE pathways while attending school due to the short duration of the average enrollment. Students can, however, continue with their chosen pathway at their home district and/or transition to the pathway at a local college.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	346
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	38%

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Due to the nature of the Court School programs and the confidentiality laws that apply to them, parent and community involvement is restricted. The students enrolled in residential Court School programs have limited and supervised contact with family members. Taking into consideration the possible obstacles and realizing the necessity of parent involvement, weekly pre-release conferences at Redwood and Erwin Owen help students transition from residential programs to non-residential programs. At these conferences, pertinent information regarding the student is shared with the student, parent, aftercare probation officer, institution staff, and mental health counselors. The school's role is to review the student's academic credit standing. A collaborative decision is made as to the next school placement, taking into consideration any extenuating circumstances. The group makes the student and parent aware of all resources that are in place to support and help the student transition out of the institution. The Court School program considers parental involvement an essential component of the total educational process and critical to ensuring that all students achieve their fullest potential and become life-long learners.

The non-residential Court School requires parent participation in a student and parent orientation upon enrollment. The Court School program has established procedures for advising parents and guardians of their student's progress, school policies and program information, conferences, open-house activities, and other opportunities for parent involvement. Non-residential programs are open to parents interested in visiting classrooms and consulting with educational staff. In all Court Schools, parents of students who receive Special Education services are encouraged to participate in their student's Individual Education Plan (IEP) meetings.

Parents are able to access information related to their child's attendance and performance through the Parent Portal. Annual Back to School Night events provide opportunities for parents to visit and meet with school staff. Town Hall meetings provide an opportunity for parents to learn about the LCFF/LCAP process. Parents are able to provide feedback through the electronic LCAP survey. Hard copies of the survey are made available to those that need it.

For more information regarding parental involvement opportunities, please contact Molly Mier, Director of Alternative Education, at (661) 852-5570.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	52.2	49.6	57.9	32.8	33.2	36.1	7.8	8.2	8.9
<b>Graduation Rate</b>	23.0	20.8	30.8	56.4	52.2	56.2	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	133	41	30.8
<b>Female</b>	23	5	21.7
<b>Male</b>	110	36	32.7
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	33	8	24.2
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	84	28	33.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	16	5	31.3
<b>English Learners</b>	23	5	21.7
<b>Foster Youth</b>	21	2	9.5
<b>Homeless</b>	17	1	5.9
<b>Socioeconomically Disadvantaged</b>	133	41	30.8
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	35	11	31.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1190	435	172	39.5
Female	357	80	37	46.3
Male	832	355	135	38.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	--	--	--	--
Black or African American	267	102	44	43.1
Filipino	--	--	--	--
Hispanic or Latino	686	262	99	37.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	216	65	25	38.5
English Learners	169	57	20	35.1
Foster Youth	420	54	10	18.5
Homeless	24	--	--	--
Socioeconomically Disadvantaged	1190	435	172	39.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	298	113	51	45.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.46	11.33	14.12	4.73	5.69	6.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.01	0.04	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.12	0.00
Female	7.56	0.00
Male	16.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	16.67	0.00
Asian	0.00	0.00
Black or African American	20.22	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.94	0.00
English Learners	10.06	0.00
Foster Youth	4.29	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	14.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.10	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Court School campuses are in good repair and maintenance is scheduled when deficiencies are noted. School sites are neat, clean, and reflect the care that has been taken to provide facilities that are conducive to teaching and learning. A safety

## 2024-25 School Safety Plan

planning committee reviews the components of Court Schools' Comprehensive School Safety plan. The School Safety Plan is reviewed, updated, and discussed with school staff annually.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	1	1	0	0

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	4	1	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other	3	1	0	0

### 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	16	0	0
Mathematics	10	16	0	0
Science	10	16	0	0
Social Science	10	16	0	0

### 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	15	1	0
Mathematics	14	15	1	0
Science	14	15	1	0
Social Science	14	15	1	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	17	0	0
Mathematics	14	17	0	0
Science	14	17	0	0
Social Science	14	17	0	0

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	236

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,282.93	\$17,263.56	\$12,738.37	\$108,156.21
District	N/A	N/A	N/A	80,270
Percent Difference - School Site and District	N/A	N/A	N/A	29.6
State	N/A	N/A	\$10,771	95,160
Percent Difference - School Site and State	N/A	N/A	16.7	12.8

## Fiscal Year 2023-24 Types of Services Funded

In addition to the basic state funding that Court School receives to provide educational services to students, the following list describes the funding sources in which the Court School programs participate:

- 1) Title I, Part A and Part D fund the salaries and benefits of specific staff members, including school social workers, teachers, and teacher specialists.
- 2) Lottery and state textbook funds ensure there are sufficient curriculum and instructional materials.
- 3) Title II funds are utilized to support professional learning for instructional staff.
- 4) Special Education funding provides funds to pay for Special Education teachers, paraprofessionals, and program specialists, along with supplementary materials necessary for students with IEP's.
- 5) Comprehensive Support and Improvement funds are utilized to improve student outcomes.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	55,506	51,260
Mid-Range Teacher Salary	79,457	69,649
Highest Teacher Salary	103,407	100,643
Average Principal Salary (Elementary)		N/A
Average Principal Salary (Middle)		N/A
Average Principal Salary (High)		136,984
Superintendent Salary		167,524
Percent of Budget for Teacher Salaries		24.80%
Percent of Budget for Administrative Salaries		6.64%



## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

The Alternative Education program regularly conducts needs assessments to determine the professional development needs of instructional staff. Input is gathered from a variety of sources including, but not limited to, surveys, observations, and student achievement data. This input is used to help guide the planned professional development each school year. During the 2022-23 school year, professional development was focused on supporting teachers and paraprofessionals with implementing Common Core State Standards-aligned curriculum, utilizing technology in the classroom, Universal Design for Learning, ELD supports, and trauma informed practices. Professional development for the 2023-24 school year will focus on providing support related to academic coaching, Project Based Learning, ELD supports, and trauma informed practices.

The Alternative Education program utilizes a variety of methods to deliver professional development and support implementation of curriculum and instructional strategies. Instructional staff attend workshops/trainings lead by the program's teacher specialists and members of the KCSOS Instructional Support division. In addition, staff may attend conferences/trainings presented by outside agencies. Follow-up and support is provided to instructional staff through formal and informal observations, coaching, mentoring, and collaboration with peers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	4	5

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

**OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT  
SUBREGION 12-B  
(Kern County)**

Number of seats: 4 (Vote for no more than 4 candidates)

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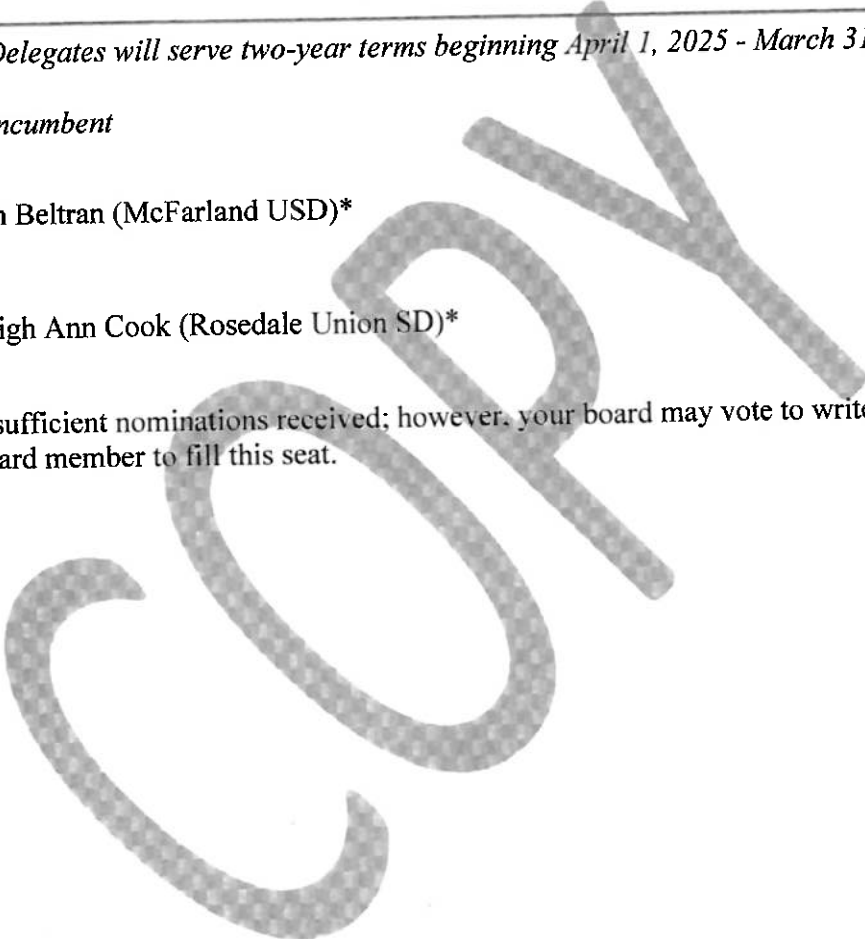
*Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027*

*\*denotes incumbent*

Jim Beltran (McFarland USD)\*

Leigh Ann Cook (Rosedale Union SD)\*

Insufficient nominations received; however, your board may vote to write in the name of board member to fill this seat.



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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

## **REGION 12 – 13 Delegates (11 elected/2 appointed)◆**

**Director: Bill Farris (Sierra Sands USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

### **Subregion 12-A (Tulare)**

Walta Gamoian (Visalia USD), term expires 2026  
Peter Lara Jr. (Porterville USD), term expires 2026  
Felipe Martinez (Porterville USD), term expires 2025  
Cathy Mederos (Tulare Joint Union HSD), term expires 2025

### **Subregion 12-B (Kern)**

Jim Beltran (McFarland USD), term expires 2025  
Leigh Ann Cook (Rosedale Union ESD), term expires 2025  
Anthony Fuentes (Bakersfield City SD), term expires 2026  
Pamela Jacobsen (Standard ESD), term expires 2026  
David Manriquez (Kern HSD) ◆, appointed term expires 2025  
Kurt Rockwell (Sierra Sands USD), term expires 2025  
Steven Rodrigue (Kern HSD)◆, appointed term expires 2026  
Pablo Trevino (Lamont ESD), term expires 2025

### **County Delegate:**

Antonio (Tony) Rodriguez (Tulare COE), term expires 2026

## **Counties**

Tulare (Subregion A)  
Kern (Subregion B)

# Delegate Assembly Biographical Sketch Form for 2025 Election



**Deadline: Tuesday, January 7, 2025 | No late submissions accepted**

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state “see résumé.” Do not re-type this form. Please submit completed form via e-mail to [nominations@csba.org](mailto:nominations@csba.org) by no later than 11:59 p.m. on January 7, 2025. Forms may also be submitted via mail, to CSBA’s Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2025. **It is the candidate’s responsibility to confirm that CSBA has received nomination materials prior to the deadline.**

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: January 24, 2025

Name: Jimmie Beltran

CSBA Region & subregion #: 12B

District or COE: McFarland Unified School District

Years on board: 14

Profession: Educator Contact Number ( Cell  Home  Bus.): 661-619-2447

Primary E-mail: Beltranboard@gmail.com

Are you an incumbent Delegate?  Yes  No If yes, year you became Delegate: 2023

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

I am passionate about becoming a Delegate for one reason - to advocate for our children. With over 35 years of experience in education, I have taught at various grade levels, K-12, and have served in numerous roles, including Vice-Principal, Athletic Director, Dean of Students, and Student Affairs Specialist. My diverse experience has provided me with a unique perspective that I can share with my colleagues.

I take pleasure in collaborating with individuals from diverse backgrounds to achieve goals that positively impact our children’s education. My 14 years of service on the McFarland Unified School District Board of Trustees have allowed me to serve our students, parents, and community through effective governance. Additionally, I have completed a term as a member of the CSBA Delegate Assembly, which has further equipped me with insights and skills beneficial to the Assembly.

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

I was re-elected in 2022 by our community to serve for a fourth term as a board member. My school board colleagues have also re-elected me as board president, a role I have held for the past 12 years. Prior to my tenure on the school board, I was an active member of various School Site Councils, district planning committees, and other advisory groups. I have represented the district as an appointed member of the McFarland Tri-Agency Partners, a Joint Powers Authority (JPA) composed of elected members from the McFarland City Council, McFarland Recreation & Parks District, and the McFarland Unified School District.

I am deeply involved in our community, serving as a pastor for a local Spanish-speaking congregation, “Iglesia El Buen Pastor.” During the 2020 pandemic, I coordinated numerous food drives and acted as a local liaison for non-profit groups providing food and hot meals to those in need throughout our community and surrounding areas.

In March 2020, I played a crucial role in the support and passage of McFarland’s Measure B, a \$30 million bond measure requiring a 55+% super-majority. Its successful passage provided the resources needed to construct a new multi-purpose building at McFarland High School and to make critical repairs to McFarland’s two oldest elementary schools.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

Governing boards currently face several significant challenges, including a potential state budget shortfall, a shortage of qualified teachers, and the critical need to address student learning loss amidst record inflation and an affordability crises impacting the families we serve. These issues have been further exacerbated by the devastating wildfires in Southern California. With my extensive experience as a teacher, these concerns resonate deeply with me. As a board member, I am committed to contributing to the development of solutions that ensure schools receive the necessary funding to provide the highest quality educational experience.

Additionally, I believe that advocating for resources to address the social-emotional challenges faced by students in both general and special education is essential. We must work tirelessly to create an equitable environment where all students can achieve success

## View results

Respondent

6

Anonymous

10:10

Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

Leigh Ann Cook

3. Full name \*

Leigh Ann Cook

4. Region/subregion \*

12B



5. Name of District or COE \*

Rosedale Union School District

6. Years on board \*

6

7. Profession

Chief of Staff to Kern County Supervisor

8. Contact number \*

661-428-1539

9. Primary email address \*

lcook@ruerd.net

10. Are you an incumbent Delegate? \*

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

I believe it is important to be a voice of not only my district but my community and County. Being part of the Delegate Assembly helps bring a voice from our area on the issues that are of importance to us. It has been absolute pleasure to serve as a Delegate and I would appreciate being able to continue this important work.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

I am in my second term as a Trustee and have worked hard to make sure we continue to be a leader in the community. I serve in many different volunteer roles in our community. I am also the Vice President of the Kern County School Board Association. As stated before, I am currently a Delegate to CSBA. I believe leadership is key in success.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

The constant barrage of requirements and policies that come from the State. CSBA and the Delegate Assembly are key in forming the messages of what is important on a local level. I have seen, even with the many districts that attend these meetings, at the core we hold the same common goals of policies and outcomes for our students.